

**IMPROVING THE EIGHTH GRADE STUDENTS' ABILITY IN
WRITING NARRATIVE TEXTS THROUGH THE USE OF PICTURE
WORD INDUCTIVE MODEL AT SMP N 3 MLATI IN THE ACADEMIC
YEAR OF 2014/2015**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



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2016**

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INDUCTIVE MODEL AT SMP N 3 MLATI IN THE ACADEMIC YEAR OF
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A THESIS

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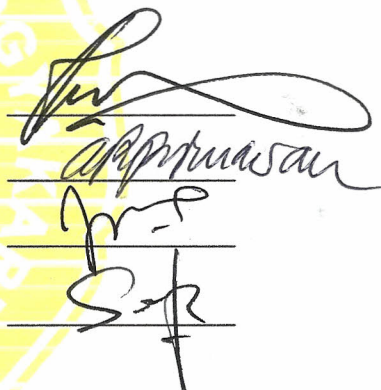
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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, April 2016

Penulis



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MOTTOS

“So verily, with the hardship, there is relief; verily with the hardship, there is relief.”
(Surah Al-Inshirah: 5-6)

“Indeed, Allah will not change the condition of a people until they change what is in themselves.”
(Surah Ar-Rad: 11)

"It is good to have failure while you're young because it teaches you so much."
(**Walt Disney**)

DEDICATIONS

This thesis is dedicated to:

my beloved parents *Dra. Nur Izzi Endang Astuti* and *Drs. Nur Setiyadi*

who have taught me about patience and perseverance.

I thank them for their endless prayers, support, and love.

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Finally, I hope that this thesis will be useful for all readers. I realize that there are a lot of weaknesses within this thesis. Therefore, any kind of criticisms and suggestions for the betterment of thesis are greatly appreciated.

Yogyakarta, April 2016

Anindita Nur Indra

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NARRATIVE TEXTS THROUGH THE USE OF PICTURE WORD INDUCTIVE
MODEL AT SMP N 3 MLATI IN THE ACADEMIC YEAR OF 2014/2015

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ABSTRACT

This research aimed at improving the grade VIII students' ability in writing narrative texts through the use of Picture Word Inductive Model (PWIM) at SMP N 3 Mlati in the academic year of 2014/ 2015.

The type of the research was action research. It was conducted in two cycles. Each cycle consisted of two meetings. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The subjects of the research were 32 students of VIII D class, the English teacher, and the researcher. There were two kinds of data in this research. They were qualitative and quantitative data. The qualitative data were gained through observation and interview. The quantitative data were collected from writing tests. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In reference to the actions conducted in two cycles, the use of the PWIM improved the students' writing ability as justified in the following result. First, PWIM helps students to generate and organize ideas in identifying and labeling the picture step. Second, it enriches the students' vocabulary in reading and reviewing the picture word chart step. Third, it improves the students' grammar mastery by practicing the steps of generating words into sentences and paragraphs. Fourth, reading and reviewing the sentences and paragraph step allow the students to pay more attention on mechanical aspects such as spelling and punctuation. In reference to the students' writing scores, the gain scores of the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57.

Keywords: *picture word inductive model, writing ability.*

CHAPTER I INTRODUCTION

A. Background of the Study

Writing is one of language skills that have to be mastered by Junior high school students. It is mentioned in *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006* that the aim of teaching and learning writing in junior high school is to make the students able to express meanings in interpersonal and transactional language in the certain type of texts. They are descriptive, procedure, recount, narrative, report, and short functional texts. Therefore, the students are required to have a good writing ability in order to understand and to produce texts.

It is stated in the standard of competency of writing for VIIIth grade students that the students should be able to express meanings of written functional texts and short simple essays in the form of recount and narrative text accurately, fluently, and acceptably to interact with the surroundings. In writing, they need to learn some aspects which are useful to learn English to facilitate them for better learning. Those aspects are vocabulary, text structure, cohesive devices, grammar, and punctuation.

The ability to write in English is needed and important. According to Harmer (2001:3), the reason why students learn to write is that it is worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency. It implies that an English teaching and learning process should include teaching writing in a correct

way in to help the students to improve their ability and competence in producing written language.

Moreover, it is important for the students to practice writing, because they have to be able to communicate in the written form. It is supported by Langan (2008: 15) who states that the ability to adjust students' writing to suit the purpose and audience will serve them well not only in the classroom, but also in the workplace and beyond.

It is clear that writing skills are important for students but the students commonly considered them the most difficult skills to learn and master. Nunan (2003: 87) proposes that writing is a long and often painful process, in which the final text emerges through successive drafts. It means that the writers do not produce the first attempt. The writers may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before they produce a final version. Feez and Joyce (1998:122) explain that units of work can be planned from the starting point of a strategy within a macro skill. Therefore, such guided writing techniques are needed to help students producing appropriate texts even with fairly limited English.

Based on the observation, interviews with English teacher and students, and the result of the pre-test, some problems of low writing ability of students were found in SMP N 3 Mlati. Many students had low writing ability including VIII^t D grade students. Their low writing ability was related with content, organization, language use, vocabulary, and writing mechanics.

Many students in VIII^t D class had difficulties to find appropriate words to convey their ideas. They often asked their friends or their teacher to translate

some words in Bahasa Indonesia into English language. As the students paid much attention in translating words into English, they did not focus on organizing their ideas into good organization. As a result, their paragraphs were not well sequenced. There were also problems in grammar, especially in using past tense and in paying attention to the writing rules such as spelling, punctuation, and capitalization.

Moreover, after conducting interviews with the teacher and the students, the researcher found out that the students rarely did writing practices. When they did writing practices, the teacher only asked them to write a text without any supporting activities. The teacher only explained some examples of texts. The explanations were often given using white board. The specific techniques were not applied in the classroom. As a result, the students were not interested in the learning process.

Dealing with those problems, the researcher proposed Picture Word Inductive Model (PWIM) to improve the students writing ability especially in writing narrative texts. According to Calhoun (1999:21), PWIM is an inquiry-oriented language art strategy that uses pictures containing familiar objects and actions to lead the students in acquiring words, writing vocabularies, developing sentences and paragraphs about the pictures by using observation and analysis in their study of reading and writing.

PWIM technique was chosen because this model is based on the research on literacy skills investigating how students develop their literacy skill, especially learn how to write. Moreover, this technique contains writing activities which are

suitable in the stages of teaching in genre based approach. The steps in PWIM technique such as selecting pictures, identifying pictures, labeling words on the pictures, reading the words aloud, classifying words, arranging sentences, and developing paragraph can be applied orderly in the each stages of teaching in genre based approach.

B. Identification of the Problems

As it has been stated before, the writing ability of the VIIIth D grade students of SMP N 3 Mlati was low. It was caused by some factors. The factors were the students and the teaching techniques used in the writing teaching and learning process.

The first factor is the students. They faced many problems in writing such as generating ideas, organizing the text, using appropriate vocabulary, correct grammar, punctuation, and capitalization. They said that they had difficulties to convey their ideas. They found it difficult because they did not know how to express their ideas in English. Moreover, their writing works indicated that their vocabulary mastery was very low. The low vocabulary mastery was represented in their word choices. They used words in their writing without considering the context and meaning. They often asked the teacher and their friends how to translate some words in Bahasa Indonesia into English language. Because the students focus on translating words into English by asking their teacher, they did not pay attention on how to organize their idea into a good organization. As the result, their paragraphs were not well sequenced. Moreover, they did not master

grammar well. They often made mistakes in writing sentences especially in past tense. They also were confused in using pronouns and articles in their writing. Moreover, they often ignored the writing mechanics such as spelling, punctuation, and capitalization.

Moreover, the students also did not show any interest towards English. They thought that English is a difficult subject. They often did not understand the materials. They even gave up before they started to write. Some of them even just wrote three sentences in composing a story. During the teaching and learning process, students were bored towards the lesson. They did not pay attention to the teacher because they are talking each other. In conclusion, the students were unmotivated to join the English class because they thought that English is difficult.

The next factors were the activities used in the teaching and learning process which were not sufficient to attract the students' attention and interest. The blackboard was the tool that was mostly used by the teacher in the class. The students only listened to the teacher' explanations and did the tasks. The materials were transferred through explaining about the examples of narrative text without giving interesting activities to engage students' interest in the writing process. When the researcher observed the class in the teaching and learning process, the students were talking to each other. They did not pay attention to the teacher explanations. Some students also did not do the task given by teachers.

At the beginning of writing process in the class, there was no pre-writing step such as brainstorming activities. As a result, the students spent too much time

to think about the topic and to start their writing. When they had a topic to write, it is difficult for them to arrange the sentences into good writing. There was no strategy that helped them to arrange text using correct generic structure. They also could not fluently write because they lacked of vocabulary mastery. At that time, the strategies of teaching vocabulary was not applied. Actually, activities such as labeling words in the picture, spelling the word aloud and memorizing words helped students to improve their vocabulary mastery. Related to the aspect of language use, the students were still confused although the teacher has given some grammatical exercise. It seems that learning grammar such as verbs agreement, prepositions, pronoun, and articles were confusing for the students. Moreover, there is no specific activity to minimize students' errors and mistakes in writing mechanics before the research was conducted. In conclusion, an appropriate teaching technique was needed to improve the students' writing ability.

C. Limitation of the Problems

The researcher limited the problem areas into a more specific problem which focused on the lack of students' writing ability. The research focused on the use of Picture Word Inductive Model (PWIM) technique to improve the students' ability in writing narrative texts at Grade VIII D, SMP N 3 Mlati in the academic year of 2014/2015.

D. Formulation of the Problems

Based on the limitation of the problem above, the problem was formulated as follows:

How could the Picture Word Inductive Model (PWIM) technique be implemented to improve the Grade VIII D students' ability in writing narrative texts at SMP N 3 Mlati?

E. Objective of the Research

This research aimed at improving the grade VIII D students' ability in writing narrative texts through the use of Picture Word Inductive Model (PWIM) at SMP N 3 Mlati in the academic year of 2014/2015.

F. Significance of the Research

It is expected that the research could give the theoretical and practical benefits.

1. Theoretically
 - a. For English Department of Yogyakarta State University, the researcher expects that the result of this study can be a reference related to the topic of writing ability and the use of Picture Word Inductive Model (PWIM) to improve writing ability.
 - b. For the future researcher who will conduct similar study, the results of this research study can hopefully be a beneficial reference for them in conducting their study.
2. Practically
 - a. For the teacher, especially the English teachers in SMP N 3 Mlati the results of this research study are expected to help them in improving the students' writing ability.

- b. For the Grade VIII D students of SMP N 3 Mlati, this study is expected to give them a way to improve their writing ability.
- c. For the researcher herself, this study is expected to improve her awareness of the importance of writing and to give experience in doing a research in writing aspect and in working together with other people as well.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In the previous chapter, it was mentioned that the purpose of this study was to improve the grade VIII D students' ability in writing narrative texts at SMP N 3 Mlati through the use of PWIM. Hence, in this chapter, the researcher presents the theoretical review, review of related studies, and conceptual framework. Theoretical review presents some theories that become the frames of thoughts of the study. Relevant studies present some reviews of previous studies taken by several researchers. Conceptual framework presents the relation of theories and the study.

A. Theoretical Review

1. The Nature of Writing

a. Definitions of Writing

According to Langan (2008:13), writing can be defined as a skill. He states that a concept about writing must build on the idea that writing is a skill, not a "natural gift". People often imply that they simply do not have a talent for writing, while others do. Actually writing is a process of discovery involving a series of steps. Those steps are very often a zigzag journey. It means that writers do not directly discover what they want to write until they explore their thoughts.

Furthermore Langan (2008:15) adds that writing can be defined as a way to communicate with others. To communicate effectively, people must constantly adjust their writing to suit their purpose and audience. It means that before writer

writes to others, it is crucial to know both the writer's purpose for writing and the audience who will read the writer's work.

Another definition of writing is proposed by Harmer (2001:4). He defines that writing is a process of writers go through in order to produce final written form by considering the content, the type, and the medium of writing. Furthermore, Harmer (2007:112) categorizes writing into two categories. The first is writing for learning and second is writing for writing. Writing for learning is used as practice tools to help students to practice and work with language that they have been studying. Writing activities such as writing sentences using a given structure, using new words or phrases are examples of writing for learning. Meanwhile writing-for-writing is directed at developing the students' skills as writers. In other words, the main purpose of activities in this category is that students should have better writing ability. From both categories of writing, it is clear that the way of teachers organizing and correcting students' writing will be different, depending on what kind of writing they involved in.

According to Brown (2001:335), writing is written products that are often the results of thinking, drafting, and revising procedures. He also states that writing requires specialized skills. The skills include on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions, how to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Nunan (1989:37) points out that successful writing involves ways to master a number of aspects in writing such as mastering mechanics of letter formation, mastering conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph and completing text, publishing and revising the writing, and selecting an appropriate style for audience.

From the explanation above, it can be concluded that writing is a skill used as a way to communicate with other, involving a process of discovery that is often the results of thinking, drafting, and revising.

b. Micro and Macro skills of Writing

It has been mentioned before that writing can be defined as skills. According to Brown (2004:220), there are micro and macro skills that need to be considered by teachers to define the right assessment procedure of writing. Micro skills of writing are appropriate to be applied in imitative performance and intensive performance. Imitative performance is related to mechanic aspect such as writing letters and punctuation, while intensive performance is related to the word level such as word choice, tenses, and cohesive devices. On the contrary, Macro skills of writing are necessary to be applied in responsive and extensive writing performance. Responsive performance deals with the form and the communicative purpose of written texts, while extensive performance is related to the higher level proficiency in writing such as essays, research, or even a thesis. The followings are the micro and macro skills of writing:

Micro skills of writing:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills of writing:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events and communicative such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. The Process of Writing

According to Harmer (2007:113), writer goes through processes in order to produce something in its final written form. This process is called writing process. Furthermore, Harmer suggests that the process has four main elements:

1. Planning

Writers plan what they are going to write. They have to think about three main issues of writing before they start to write. The issues are the purpose of their writing, the audience, and the content structure.

2. Drafting

After writers plan what they are going to write, they produce their first draft. Their draft can be modified. As there is any editing stage, a number of drafts can be produced until the final version.

3. Editing

In this stage, writers read again their draft to see whether their writing is ambiguous or not. They also check the grammatical aspect in their draft whether it is correct or not. Writers may go back into their first draft to revise it. They can change different form of words for a particular sentence. Moreover, reflecting and revising are also often helped by other readers (or editors) who comment and make suggestions.

4. Final version

After editing and revising draft, writers produce their final version. As writers change many thing in editing stage, their final products may look different from the first draft. However, writers are now ready to send their written text to intended audience.

Richard and Renandya (2002: 316) also have the same idea that process of writing as a classroom activity incorporates the four basic writing stages, but there are some additional stages. They are planning, drafting (writing), revising (redrafting) and editing, and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing. Moreover, they state that teachers can provide activities that support the learning of specific writing skills at every stage.

The following are some activities that can be conducted in every stage proposed by Richard and Renandya (2002:316-319). They are:

a. Planning

In this stage, some activities such as group brainstorming, clustering, rapid free writing, and WH-questions can be provided for learning experiences to encourage the students to write.

b. Drafting

The activity was focused on the fluency of writing without taking consideration with grammatical accuracy or the neatness of draft. It means that the focus of the students is not grammatical accuracy but they have to write fluently to convey their messages to the reader.

c. Revising

Students recheck and reexamine what they have written to see how effectively they deliver their idea to the reader.

d. Editing

Students are engaged in tidying up their texts because they prepare the final draft for evaluation by teacher. They edit their own work or their peer's work especially in grammar, spelling, punctuation, diction, sentence structure, etc.

On the other hand, there are some experts believe that writing process do not occur in a linear sequence. Krashen in Richard and Renandya (2002:315) proposes that writing a draft may be interrupted by more planning, and revision. The process may lead to reformulation in earlier stages.

2. Teaching Writing

Raimes (1983:3) states that writing is the effort of expressing ideas and using the constant of eye, hand, and brain in a unique way to reinforce learning. Writing is not only seen as a way of recording thoughts, feelings, and ideas, but it is the key of generating and exploring new thoughts and ideas. Moreover, writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, to refine their knowledge of grammar, and to develop their understanding of how things are best expressed and how their message is understood (Littlejohn, 1991:79). Therefore, teaching writing is important to help the students on how to improve their competence in writing aspects and how to produce text independently.

According to Hyland (2009:10), process of teaching writing do not only emphasize a writer as an independent producer of texts, but it goes further to address the issue what teachers should do to help learners performing a writing task in term of producing a text. It means that teachers need competence in managing and handling the problems in the classroom to make an effective teaching writing. The following outlines are the explanation about principles of designing writing techniques, roles of the teachers and approaches to teaching writing that can be used by teachers in the classroom in order to achieve the learning objectives and to encourage students' motivation.

a. Principles of Designing Writing Techniques

Teachers have to develop some techniques to guide students in doing the steps of writing. There are some principles of designing writing techniques according to Brown (2001:346-356).

1) Incorporate practices of good writers

Teachers make sure that the writing techniques that they apply include focusing on main idea, considering their readers, planning to write, revising draft efficiently.

2) Balance process and product

Teachers should make sure that students are led through the stages of writing process. They also should ensure that student' final products meet some criteria including clearness, articulation, well organization, and effective piece of writing.

3) Account for cultural/literary backgrounds

Techniques that teachers apply should help students to understand the target language because there are differences between native language and the target language. Through the appropriate techniques, teacher can facilitate students to learn the use of acceptable English rhetoric.

4) Connect reading and writing

Techniques that can connect reading and writing are needed. Students learn to write by reading or observing relevant types of text.

- 5) Provide as much authentic writing as possible

There are some requirements to provide authentic writing. Those are the clearness of writing purposes, the specific audience, and some intended meaning. Writing a script for drama can be seen as authentic writing.

- 6) Frame techniques in terms of prewriting, drafting, and revising stages.

Techniques can be framed in the stages of writing. Techniques, such as listing and clustering, give opportunities to students to write systematic draft.

- 7) Strive to offer techniques that are as interactive as possible

Writing techniques that focus on purposes rather than composition (such as letters, forms, memos, directions, short reports) are the principles of interactive classrooms. Students can work in pairs or groups to generate ideas. Group collaboration, brainstorming, and critiquing are successful examples of writing techniques.

- 8) Apply methods of responding and correcting students' writing.

Teachers have different roles in responding and correcting students' writing. In responding students' writing, they act as facilitator such as giving comments on the introductory paragraph and questioning of inadequate word choice. Meanwhile in correcting students' writing, they act as evaluator such as checking cohesive devices and grammatical errors.

- 9) Instruct students on the rhetorical, formal conventions of writing clearly

Each type of writing has its formal properties. As not all of students can understand it easily, teachers should teach them explicitly.

b. The Roles of the Teacher

Teachers have important roles in making the teaching and learning process succeed. Harmer (2007:261) states that there are three roles of English teacher in teaching writing:

1) Motivator

Teachers have a role to motivate students by creating the right conditions to generate ideas, persuading them to have meaningful activities, and encouraging them to have effort to write.

2) Resource

During more extended writing task, teacher should be ready to supply information about the language usage. Teachers may offer advice and suggestions while the writing is in progress.

3) Feedback Provider

Teachers provide feedback by giving positive and encouraging responses to the content of what students have written. In giving correction, teacher should choose how much they focus on the students' need.

c. Approaches to Teaching Writing

There are several approaches in teaching writing. According to Harmer (2007:257), teaching writing may be focused on the process or product, different genres, and creative writing individually or cooperatively. Meanwhile Nunan (1999:272) suggests that there are two basic approaches underlying in teaching writing. They are product-oriented approach and process-oriented approach. The followings are the outline of the each approach.

1) Product-oriented approach

Nunan (1999:272) states that Product-oriented approaches, concerns on the result or the final product of students' writing, the coherent, and the error-free text. According to Brown (2001:335), a half a century ago the teaching of writing are mostly focused on the final product such as the essay, the report, the story, and what that product should "look" like. Moreover, Brown (2001:335) mentions a list of criteria that students must pay attention in composing their writing product. Every composition must:

- 1) meet certain standards of English rhetorical style
- 2) use accurate grammar
- 3) be organized based on the convention.

2) Process Oriented Approach

Nunan (1999:272) states that process-oriented approach focuses on the steps involving drafting and redrafting a piece of work. Students are given chances to experience and practice in organizing idea, planning, revising, and editing their writing. The followings are some designed writing activities to facilitate students in process-oriented approach (Brown: 2001:335).

- a) focus on the process of writing that leads to the final written product
- b) help students writers to understand their own composing process
- c) help them to build repertoires of strategies prewriting, drafting, and rewriting
- d) give students time to write and rewrite
- e) place central importance on the process of revision
- f) let students discover what they want to say as they write

- g) give students feedback through the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention
- h) encourage feedback from both the instructor and peers
- i) include individual conferences between teacher and student during the process of composition.

In conclusion, teaching writing must focus on product-oriented approach and process-oriented approach. The English teachers must be able to keep balance between the process and the product of writing. They cannot only focus about what text can be produced, but also how to construct a writing text.

d. Teaching Writing in Junior High School

According to BSNP (2006), the purposes of teaching English in Junior High School level is to enable students to have the following competences:

- 1) Improving communication competence in spoken and written forms to achieve a functional literacy level; a level that allows the students to communicate in spoken and written forms to solve daily problems.
- 2) Having awareness of English Language Essence and importance to improve the competitive capacity of the nation in global society.
- 3) Developing students' understanding of the relationship between language and culture.

However, the curriculum in SMP N 3 Mlati is developed based on the School-Based Curriculum. The following tables show the standard competence and basic competence of writing for the VIIIth grade students in Junior High School which are beneficial to be the guidelines to explore the main materials, the learning activities, and the indicators.

Table 1. Standard of Competence and Basic Competence of Writing for the VIII Grade Students in the First Semester

Standard of Competence	Basic Competence
6. Expressing the meanings through functional written texts and simple essays in the form of descriptive and recount text in order to interact with the surroundings.	<p>6.1 Expressing meanings through simple functional texts by using written language accurately, fluently, and appropriately in order to interact with surroundings.</p> <p>6.2 Expressing meanings and rhetorical steps through simple short essays in the form of descriptive and recount texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.</p>

Table 2. Standard of Competence and Basic Competence of Writing for the VIII Grade Students in the Second Semester

Standard of Competence	Basic Competence
6. Expressing the meanings through functional written texts and simple essays in the form of recount and narrative text in order to interact with the surroundings.	<p>6.1 Expressing meanings through simple functional texts by using written language accurately, fluently, and appropriately in order to interact with surroundings.</p> <p>6.2 Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.</p>

e. Narrative Texts and How to teach them

According to Anderson and Anderson (1997:1) a text is created when words are put together to communicate a meaning. Therefore, when people speak or write to communicate a message, they are constructing a text. Texts are divided

into two categories, literary and factual. Narrative texts belong to literary texts as the texts are constructed to appeal the readers' emotions and imagination.

To write a narrative text, the writer can use diagram which is called a scaffold. A scaffold is a guideline for constructing a piece of text. According to Anderson (1997:8), there are four to five steps to construct a narrative text.

- 1) An orientation
The narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on.
- 2) Complication
This is the part of the story where the narrator tells about the rising problems. These events will affect one or more of the characters. The complication is the trigger.
- 3) Sequence of events
The narrator tells about how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashback.
- 4) Resolution
The complication is sorted out or the problem is solved.
- 5) Coda
The narrator includes a coda if there is a moral or message to be learned from the story.

Anderson and Anderson (1997: 8) also mention the language features of narrative texts which include the following.

- 1) Specific characters
A narrative writer introduces characters involved in the story.
- 2) The using of time words
Time words, such as a long time ago, at the end of the days, connect events when the action happens.
- 3) The using of verbs to show the actions that occur in the story
A narrator uses the appropriate verbs to describe actions. For examples a narrator prefers to write sentence "He whispered." rather than "He said quietly."
- 4) The using of descriptive words to portray the characters and settings
The using of adjectives and adverbs is to describe the characters and settings.

There are many different types of narratives including humor, romance, real life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure. There is also a combination of narrative within each of those different types.

Teachers can apply genre based approach in teaching and learning process in writing narrative texts. According to Richard (2006:36), genre based approach involves the mastery of different text types. Feez and Joyce (1998:24) explain that genre based approach is based on three assumptions as the following:

- 1) Language learning is a social activity
- 2) Learning occurs more effectively if teachers are explicit about what is expected of students
- 3) The process of learning language is a series of scaffold developmental steps which address different aspects of language.

Moreover, Feez and Joyce (1998:28) mention that there are four to five stages involved in genre based approach. Those stages are building knowledge of field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), independence construction of the text (ICOT), and linking related text.

The first stage is building knowledge of field (BKOF). The students are introduced to the social context of an authentic model of the text-type being studied. The activities involve discussions, field-work and vocabulary building. All those activities build general cultural context and the understanding of social purpose of the texts.

The second stage is modeling of the text (MOT). The students investigate the structural patterns and language features of model of the text. The activity involves comparing the model with other examples of the same text type.

The third stage is joint construction of the text (JCOT). Students begin to contribute to the construction of the given text model. Teachers can reduce his/her guidance so that students can learn how to construct texts independently. The examples of technique in this stage are skeleton texts and jigsaw.

The fourth stage is independent construction of the text (ICOT). Students work independently with the text. The activities include doing writing tasks. Students' works are used for achievement assessment.

The last stage is linking to related text. Students analyze what they have learned. The activities involve comparing a text with other texts which have similar purpose and looking at the generic structures and the language features.

f. Assessing Writing

How to assess the students writing is an important point in teaching writing. Brown (2004:241) states that there are three scoring methods that can be applied by teacher to assess the students' writing.

The first scoring method is the holistic scoring. This scoring method is done by assigning a single score to a piece of writing. It views the written product without paying too much attention to the details. Teachers cannot diagnose students' writing skills since five aspects of writing such as content, organization, vocabulary, language use, and mechanics are not rated specifically.

The second method is primary trait scoring. According to Weigle (2002:110) in Brown (2004:242), this method focuses on how well students can write within a narrowly defined range of discourse. This scoring type emphasizes on how writers achieve the goal or the function of the written texts. This scoring

method implicitly evaluates the aspects such as organization, supporting details, fluency, syntactic variety, and other features.

The third method is analytic scoring or analytic assessment. The scoring is done by assessing students' writing based on the aspects such as content, organization, vocabulary, language use, and mechanics. According to Brown (2004:243), analytic scoring is the most appropriate scoring method to apply in the classroom since teachers can get more details information of students' writing ability in each aspect. One of the popular analytical scoring rubrics is proposed by Jacobs *et al* in Weigle (2002). According to Nunan (2003:94), scoring rubrics elaborate the elements of writing which are to be evaluated.

Based on the reviews of the three types of scoring methods, the researcher decided to use analytic scoring method. It was easier for the researcher to analyze the students' lacks and needs since this method provides details information of students' ability in each aspect of their writing.

g. Strategies in Teaching Writing

According to Raimes in Hyland (2009:9), in teaching writing, teachers' role is to guide and to help students for using strategies in generating, drafting, and revising ideas. It implies that teachers may expose students to variety strategies for getting started with a writing task. The followings are the checklists of strategies for using language especially in writing, proposed by Feez and Joyce (1998:122).

- using strategies for getting started (included making notes, plans)
- using strategies for drafting, and editing (including re-reading, identifying and correcting errors, extending, deleting, reorganizing, rewriting)
- using a model

- writing down spelled aloud
- using appropriate sentence structure to represent intended meaning
- seeking assistance from others
- approximating the spelling of unfamiliar words
- using a range of spelling strategies (including visual memory, word patterns, morphemic knowledge, phonic knowledge, mnemonics, syllabification, fluent and fast script)
- using dictionaries spelling
- using a fluent and consistent script
- accurately copying written language.

According to Brown (2000: 122), strategies are moment by moment techniques that learners employ to solve “problems” posed by second language input and output. It means that strategies consist of techniques to achieve learning goals. Brown (2001:14) states techniques are the specific activities implemented in the classroom that are in line with method and approach. Therefore, strategies can be applied through techniques consisting specific activities.

There are some techniques that can be applied by teachers in the process of teaching writing. The techniques are brainstorming, listing, clustering, and free writing. The followings are the outline of each technique.

1) Brainstorming

According to Palmer et al (1994:54), brainstorming is a technique used to generate and collect ideas for writing. Moreover, this technique encourages a free flow of ideas, opinions, and imagination in rehearsing ideas. It can be inferred that students can simply write down the things that come in their mind without worrying about the quality of ideas, sentence structure, grammar, diction, and spelling.

2) Listing

Through this technique, students are guided to form a sequenced text based on the lists of ideas. Oshima and Hogue (1998:4) mention the step of listing. First, writers write the topic at the top of the paper and make a list of the words or phrases that appears on their minds. Second, writers start a new list to write the chosen topics. Third, the writers look at the second list and decide to write about the instruction given by circling the related ideas.



Figure 1. An Example of Listing

3) Clustering

According to Oshima and Hogue (1998:8), clustering begins with a key word or central idea placed in the center of paper or whiteboard, then the

students to write down all of their opinions and ideas about the subject matter using words or phrases. Students can explore ideas about the subject matters by sharing their cluster patterns with other in the class.

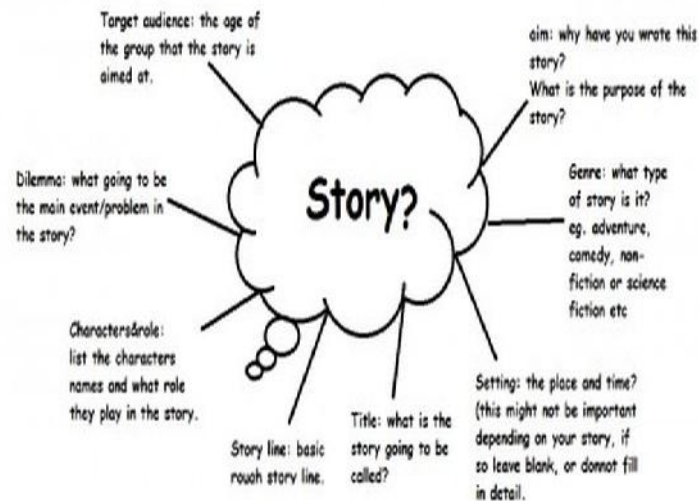


Figure 2. An Example of Clustering

4) Free- writing

According to Oshima and Hogue (1998:6), the main idea of this technique is that students write freely about a topic for a specified period of time until they run out of ideas. It is easier for students to start free writing if teachers provide opening clause or sentence. Palmer et al (1994: 55) states that free writing helps students begin to write easily and with pleasure; it is a technique to help them comfortable in their writing.

In conclusion, the techniques explained above contains activities in which students can employ in each stage of writing. Furthermore, teachers can implement strategies by applying those techniques in a sequence. PWIM is an

example of inquiry-oriented language arts strategy that consists techniques such as brainstorming, listing, clustering, and free-writing to achieve the objectives in the teaching and learning process of writing. The further descriptions of PWIM are discussed in the following section.

3. PWIM (Picture Word Inductive Model)

a. Definitions

PWIM is introduced by Emily Calhoun, a popular teaching techniques author, in 1999. According to Calhoun (1999:21), PWIM is an inquiry-oriented inductive language arts strategy that uses pictures containing familiar objects and actions to lead students in acquiring words to improve their vocabulary mastery, to discover phonetic and structural principles, and to observe and analyze text in their study of reading and writing. PWIM contains writing techniques such as brainstorming, listing, clustering, and free-writing. Teachers apply those techniques in a sequence step.

PWIM uses picture word chart as media. Students have to find words by identifying it. They write words around the pictures. As words are written surrounding the pictures, the chart can be used as an illustrated dictionary to facilitate students' writing process.

PWIM is an integrated technique which is designed to maintain students' ability to think inductively. According to Nunan (1991:156), inductive learning provides experience in which the students are not taught about grammar or other type of rules explicitly but they discover rules from their experience using language. This theory is in line with PWIM in which the students read text books

as the resource of learning to write sentences. They can learn from the texts on how to generate sentences and how to use grammatical rules and other language features to create a piece of writing. Moreover, the inductive learning in PWIM also involves phonetic analysis in which the students identify the letters of words by analyzing on spelling and phonetic structure.

According to Jiang (2011), PWIM technique reflects Bruner's tenets that are the role of structure in learning, the spiral curriculum, and discovery learning. In theory of the role structure of learning, PWIM helps learners to have transition period between old and new knowledge. In the theory of the spiral curriculum, PWIM involves cycling and recycling through the various instructional activities. In theory of discovery learning, PWIM principle is required learners to remember knowledge that they discover through the pictures and activities.

In conclusion, PWIM, as an integrated writing technique, is essential for the ongoing English teaching and learning process, since it enables students to improve their vocabulary mastery, to empower students from passive learning into active learning by applying the provided writing activities, and to help students write up paragraphs step by step by planning, drafting, revising, and publishing.

b. The Steps of Creating PWIM

According to Calhoun (1999), there are ten steps in creating PWIM. The steps can be modified based on the context and the students' need. The steps are:

1) Select pictures

Teachers display pictures related to the topic to stimulate students in brainstorming ideas. This activity provides the students opportunity to

develop their ideas. Large pictures can be presented in a classroom in order the whole class see the pictures well.

- 2) Ask students to identify and label what they see in the pictures.

This second step of PWIM includes clustering technique. Students are asked to draw a line from identified object in the pictures. The words or phrases are put on the paper or board in a pattern which connects to key words in each picture. The examples of activities in clustering technique are writing words in a group of noun that tell about characters of the story, writing words in a group of adjective that describe the characters, and writing words in a group of verb that tell what the characters did in the story

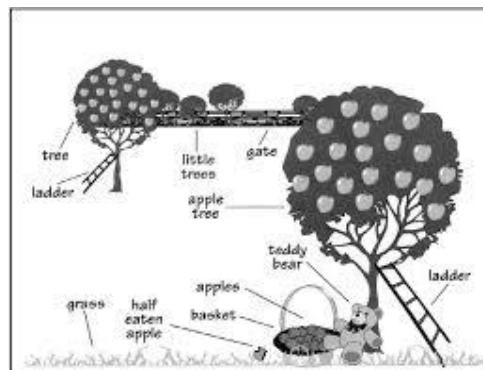


Figure 3. An example of Picture Word Chart

- 3) Read and review the picture word chart.

The students are guided to read all the words in the picture word chart.

Teachers and students spell aloud the words correctly and they pronounce them many times to memorize words. Listing technique is

used in this step in which the students list words and phrases that come to their mind about the story without considering the grammatical rules. It helps students to form a good sequenced text based on the list of ideas.

- 4) Lead students into creating title for the picture word chart.

Teachers ask students to think about information on the pictures and ask them about what they want to say about the pictures. The students can look at title in the text book as an example how to arrange a good title.

- 5) Generate all the collected words or phrase into sentences, and arrange sentences into paragraphs

The technique which is used in this step is free-writing. In this technique, the students generate words, sentences, and paragraphs to express their ideas. The words and phrases that have been written in previous step aim to help students to write easily and make them being comfortable in writing process.

- 6) Read and review the sentences and paragraphs.

The students checked their writing whether it has been qualified as a good text or not. The reviewing process includes checking the purpose of writing and the generic structure of the texts. Teachers can present some students' final drafts to give examples on how to edit and revise the language use and mechanics in their writing.

c. The Use of PWIM in Writing Narrative Texts

To write a good writing, including narrative text, there are stages in the process of writing that should be done by writers. Each stages of writing process apply PWIM technique to help writers in planning, drafting, revising, editing, and publishing.

The very first step of writing narrative text is discovering the ideas. PWIM provides pictures that can be used as stimulus to find the idea to write a story. Interesting pictures can help the students to analyze and describe the characters and settings of the story. They write down many words after they observe the pictures.

After brainstorming ideas, the students can begin to write sentences. PWIM technique helps students to construct sentences using the words that they have identified from the pictures. They do not need to worry about being perfect in constructing sentences. They simply write quickly using the words that they have collected to deliver their ideas.

After completing the first draft, the students are guided into revising stage. PWIM provides opportunities for doing a task in group so students have a collaborator to give comment and suggestion to revise their writing. They are directed to read draft again carefully. The activity focuses on checking whether the social purpose of the text has been delivered or not and whether generic structures are corrects or not.

After revising the draft, the students edit the draft by re-checking the draft carefully. The basic steps of the PWIM focus on the components of phonics,

grammar, mechanics, and usage (Calhoun, 1999: 23). Editing process emphasize checking activities on aspects such as grammar, word choice, verb forms, punctuation, and spelling. Teacher can give examples of sentences in narrative texts that are grammatically correct. PWIM also provides activities to spell words correctly and to use correct punctuation and other mechanics aspect such as commas and capital letter.

After checking all details of the draft, the students can publish their narrative text. Their draft may be different from the first plan because it has been revised. Overall PWIM has strength to keep the students engage in the writing process of narrative text and it deals with the aspect of writing ability such as generating ideas, organization of the text, vocabulary, language use, and mechanics.

B. Relevant Studies

There are some relevant studies related to the use of PWIM to improve students' writing ability. In this part, the researcher reviewed some previous studies related to this research as follows.

The first study is the research of Rizal Syamsul (2011). The title of the research is "*Improving the Writing Skill of the Second Graders of MTs Nahdlatul Wathan 2 Rensing Lombok through Picture Word Inductive Model Strategy*". The findings indicate that using the PWIM strategy could improve the students' ability in writing descriptive paragraph. It was showed by the improvement of students' final products after implementing the action. Furthermore, the students became more actively involved in the writing activities.

Another study is conducted by Lina Sofia Andriani (2015). The title of the research is *“The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students’ Writing Skill of Recount Text”*. The ability of the students of the Eighth Graders of Junior High School 2 Semarang in writing recount text increased after the researcher applied PWIM. There are five aspects of improvements including organization, content, grammar, punctuation, and style and quality of expression). The students also became more attentive, active, happier, and attracted in joining the classroom.

The other study on the use of PWIM strategy is *“The Effect of Picture Word Inductive Model (PWIM) and Students’ Self-efficacy toward Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 Koto Sungai Lasi”* by Marsika Sepyanda (2013). This research is quasy-experimental research. The result showed that there was significant difference between students who were taught using Picture Word Inductive Model (PWIM) and the students who were taught using Listing technique. The mean post-test scores of the students were significantly improved compared to the students who are taught using listing strategy.

Based on those relevant studies, the researcher decided to use Picture Word Inductive Model on improving the students’ ability in writing narrative texts at grade VIII of SMP N 3 Mlati.

C. Conceptual Framework

This study began with the problem that occurred in English teaching and learning process. The problem was the low written ability of the VIIIth grade students at SMP N 3 Mlati. Most students found it difficult to generate ideas to start their writing. They also failed to choose the appropriate words for their writing. Moreover, it was confusing for them to organize ideas. Their grammar mastery can be said as low since most of them cannot use the right form of grammar. They also made many errors of spelling, punctuation, and capitalization.

Based on the information obtained in the observation on the English teaching and learning process at VIII D class, the students had bad attitude towards learning. They tended to be passive and they got bored easily. Therefore, the use of teaching technique which can improve the students' ability and motivation to write is needed. Among the various techniques, PWIM (Picture Word Inductive Model) is one alternative technique that is applied in writing. PWIM is good to improve the students' ability in writing narrative texts due to some reasons.

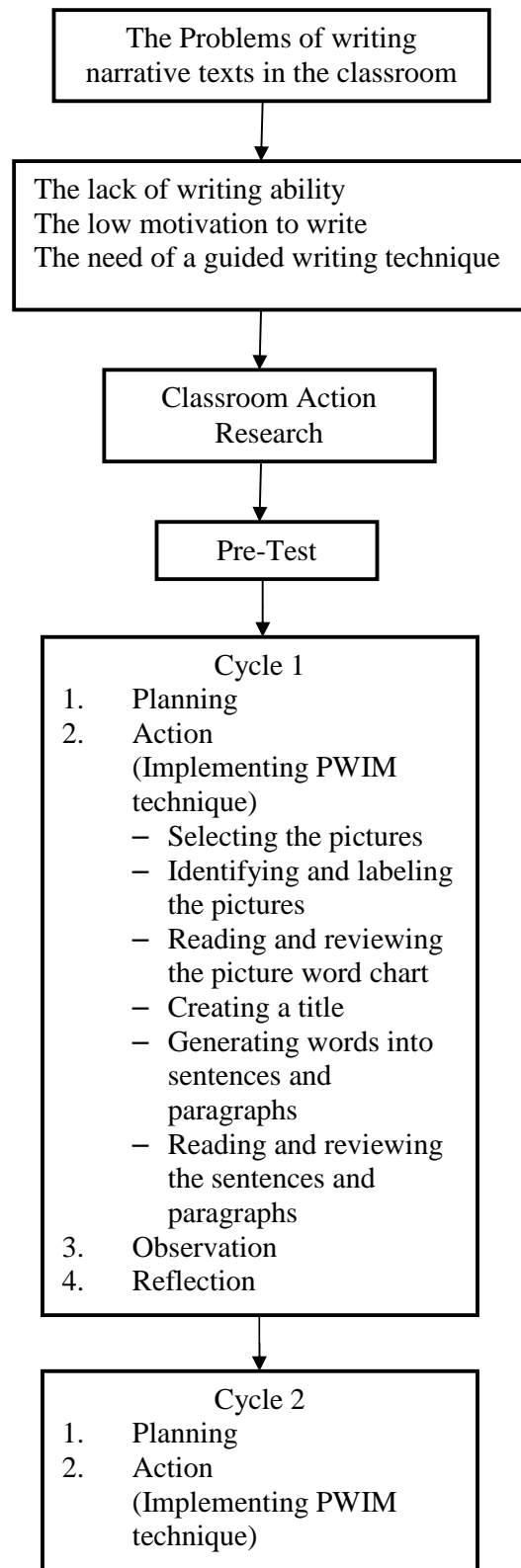
First, PWIM is very useful to engage students in writing activities. This technique helps them to generate ideas for their writing. Students should identify picture and label some provided pictures. They should write words around the pictures. Through the words that they write, they can find ideas for their writing product.

Secondly, PWIM is beneficial to help the students understand narrative texts better. The picture word chart as a media in PWIM help the students to

organize their ideas chronologically. PWIM also can be designed into several activities such as vocabulary building and grammar exercise so the students can learn about the language use in narrative texts.

Furthermore, PWIM can be used in the teaching and learning process to improve the students' motivation in writing. This technique requires the students to actively participated and involved in the teaching and learning process. Through the given activities, they are stimulated to write words, sentences, and paragraphs.

Considering the benefits of the use of PWIM, in this research, the researcher decided to implement PWIM to improve the students' ability in writing narrative texts in terms of content, organization, vocabulary, and language use. The researcher also used this technique to improve the students' motivation in writing narrative texts. The framework of this study can be seen in the following scheme:



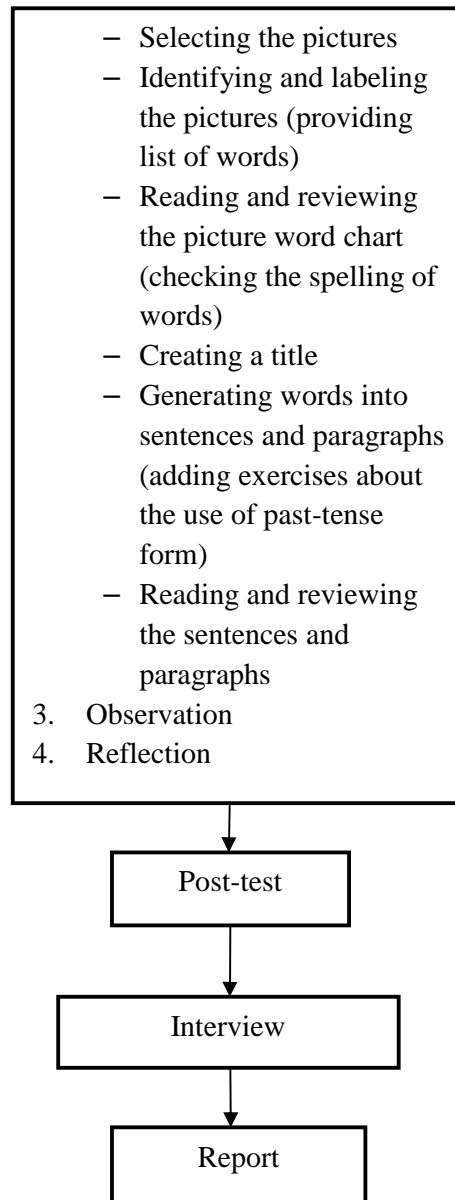


Figure 4. Framework of the Study

CHAPTER III RESEARCH METHOD

In this chapter, the researcher provides the information of how she conducted her research study. It consists of type of the research, research setting, data collection, data validity, data reliability, and research procedure.

A. Type of the Research

This research aimed at improving the VIIIth grade students' ability in writing narrative texts at SMP N 3 Mlati through the use of Picture Word Inductive Model (PWIM) so this study belongs to the field of action research. According to Burn (2010:2), action research is a research which has purposes to identify problems and to find solutions in order to bring about changes and better improvements for the problems.

This classroom action research was conducted collaboratively. The researcher carried out the research with the English teacher and the researcher's colleague. The first collaborator is the English teacher who helped the researcher interpreting the data and the second collaborator is the researchers' colleague who helped her observing the implementation of the research.

In this research, the researcher identified some problems related to the students' writing ability. Then, she formulated the actions to solve the problems. She decided to conduct action research based on Kemmis and McTaggart model as cited in Burns (2010:7-9). There were four phases in each cycle involved in this

research. Those were planning, action, observation, and reflection. The figure of those steps is illustrated as follows.

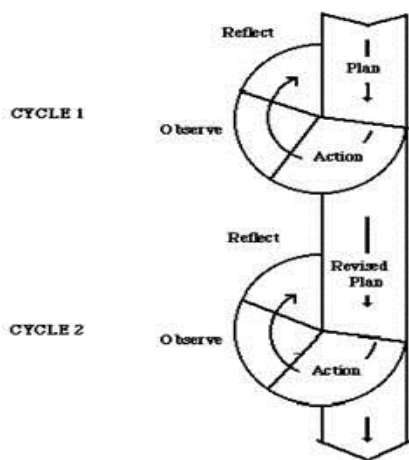


Figure 5. The Spiral Model by Kemmis and Mc. Taggart

B. Research Setting

1. Place

The research was carried out in SMP N 3 Mlati which is located in Tlogoadi, Mlati, Sleman, Yogyakarta. The school has adequate facilities including classrooms, offices, a library, laboratories, a mosque, a canteen, and a school yard. Moreover, all of the classrooms are facilitated with LCD. The environment is really comfortable to the students for learning process. This school also has good teachers. There are many teachers who have completed their bachelor degree (S1), and there are also teachers completing their master degree (S2) program.

2. Time

The research was carried out in the second semester of academic year 2014/2015 from May to June 2015. It followed the school calendar and the schedule in which the English subject was taught.

3. Participants

The main subjects of this research were the students of VIII D class at SMP N 3 Mlati in the academic year of 2014/ 2015. There were 32 students in this class with 14 males and 18 females. In addition, the English teacher was also actively participated in this study. His responsibilities were observing the action and reflecting the results together with the researcher. Meanwhile, another collaborator also helped the researcher to take some photographs and additional information during the research.

C. Data Collection

1. Types of Data

There were two types of data in this research. They were qualitative and quantitative data. The data obtained through interview sessions and observations were in the form of qualitative data. Meanwhile, the students' scores of the writing tests were the quantitative data.

2. Data Collection Techniques

Three techniques of collecting data were used by the researcher. The qualitative data were gained through observations and interviews. Meanwhile, the quantitative data were collected from the writing tests.

Those techniques are explained as follows:

a. Observation

Observation enabled the researcher to describe subjects' activities in the classroom at a particular time. The researcher observed the teaching and learning process before, during, and after the actions in the classroom. The purpose of the observation was to gain some data about the effect of PWIM implementation to the students.

b. Interview

Interview was used to get information from the students and the teacher about the teaching and learning process. It was also conducted to discover problems during the teaching and learning of English. The researcher interviewed both the teacher and the students to collect the most complete data about how they see problems that happened in the class and the effects of using PWIM in the classrooms.

c. Conducting Writing Tests

Writing tests were conducted to measure the students' improvement in writing. There were a pre-test to know the students' writing ability before the implementation of the actions and a post test to find their writing development after the actions. The assessment was based on the writing rubric that consisted of content, organization, grammar, vocabulary, and mechanics.

3. Instruments

The researcher used some research instruments in conducting the research. The instruments for collecting data are presented as the following.

a. Interview guidelines

The interviews guidelines contained some questions related to the data that the researcher wanted to get. This instrument was used when the researcher conducted the interview with both the teacher and the students. The answers of the question were stated in the interview transcript. They covered any information related to English teaching and learning process at SMP N 3 Mlati. At the end, any information in the interview transcripts was used to get some conclusions whether the use of Picture Word Inductive Model (PWIM) could improve the students' writing ability or not.

b. Observation checklists

Observation checklists were used to make sure whether the researcher conducted research as what it had planned or not by giving tick mark on the aspects that being observed.

c. Writing tests

Writing tests included pretest and posttest. Both the pretest and posttest showed the students' mean scores. The researcher compared the scores taken within the pretest and those taken within the posttest to make the conclusion.

d. A sound recorder

Sound recorder was used to record the interview and it helps the researcher to transform the interview into transcript.

e. A camera

A camera enabled the researcher to take some pictures about the class situation, the students' activities, and the teaching and learning process during the implementation of the actions.

4. Data Analysis Techniques

Data analysis techniques are used to analyze the qualitative and quantitative data. For the qualitative data, there are five stages of data analysis techniques that the researcher used which is adapted from Burns (2010: 104-105).

a. Assembling the data

The researcher collected data through interview, observation, and students' writing. The data were re-read and scanned to obtain general information that seemed to be able to answer the research question.

b. Coding the data

The data were arranged into specific patterns. It could be done by reducing the large amount of the data and categorizing them into more manageable categories.

c. Comparing the data

The data were compared to identify the relationship and connection between different sources of data. It means that the data were compared to see whether they represent the same thing or not.

d. Building meanings and interpretations

The researcher analyzed and interpreted the meanings of the data by reflecting the surface details.

e. Reporting the outcomes

Finally, the researcher reported the findings with the supporting data.

Besides, the researcher also analyzed the quantitative data to know the tendency of the students' writing scores. The quantitative data were in the form of scores of the pre-test and post-test. The researcher analyzed the students' scores using Excel program to know the comparison of the students' mean scores before and after the actions conducted.

D. Data Validity

Burns (1999:161) proposed five criteria that could be applied to examine validity of an action research result: Democratic Validity, Outcome Validity, Process Validity, Catalytic Validity, and Dialogic Validity. The applications of those categories in the research were elaborated as follows.

1. Democratic Validity

To get democratic validity, an interview guideline was made by the researcher to ask the students' and the teachers' opinions, ideas, and suggestions about the application of the action research. The researcher used her opinions to draw the next action plan. The researcher gained democratic validity from the interviews done with the English teacher and the students of VIII D to see their thoughts on the actions during the implementation of the research.

2. Outcome Validity

The research has outcome validity when the actions help to overcome the problems. In this research, the outcome validity deals with the efforts to improve the students' ability in writing narrative texts through the use of Picture Word Inductive Model (PWIM) technique.

3. Process Validity

Process validity means that the actions done in the research need to be dependable and competent. In order to complete process validity, the researcher and the English teacher monitored the teaching and learning process by doing observation and writing the field notes. The researcher also recorded the interviews done with the English teacher and the students. Moreover, photographs were taken to support the data.

4. Catalytic Validity

Catalytic Validity referred to the extent to which the research allowed the participants to get deeper understanding of the materials and on how they

could create changes in their understanding of their actions. The researcher identified the changes occurring before, during, and after the action. The catalytic validity in this research was accomplished as there were some positive impacts and changes after the implementation of the actions.

5. Dialogic Validity

This kind of validity asks the extent of reviews from others towards the research practices and findings. The members of the discussion had the same opportunity to give comments, opinions, and suggestions for the research.

E. Data Reliability

Trustworthiness was another important aspect that has to be ensured besides the research validity. To examine the trustworthiness of a research, triangulations principles is implemented. According to Burns (1999:163), triangulation aims to gather multiple perspectives on the research being conducted. However, the researcher only applied two of triangulations principle in this research.

1. Time Triangulation

Time triangulation means that the data were collected at one point in time or over period of time to get a sense of what factors involved in the changing process. In this research, the data were collected from the month of May until the beginning of June. During that period of time, the research was done in two cycles, in which each cycle consists of two meetings.

2. Investigator Triangulation

The data were collected by more than one researcher. The researcher did not conduct the research independently since this principle requires more than one researcher to avoid biased interpretation. During the research, the researcher was accompanied by two collaborators. They are the English teacher and the researcher's colleague.

F. Research Procedure

The following is the explanation about the steps which were implemented in each stage of the research:

1. Reconnaissance

The researcher started collecting data by interviewing the English teacher and the students. The class observation was also conducted in order to know how the English teaching and learning process were performed. Furthermore, a pretest was held as a way to identify the students' writing performances before the actions were conducted. Through these techniques, the significant problems could be classified and formulated to be solved by implementing PWIM.

2. Planning

After having discussions with the collaborators, the researcher started to develop plans of action to bring improvements on the problems. She also prepared the instruments, the materials needed, and the technique performed in the classroom. The actions were planned as follows:

- a. Preparing the lesson plans and worksheets which are designed to be implemented in two cycles.
- b. Providing activities in PWIM that enable the students to enrich the vocabulary, construct sentences, and arrange them into a good order.
- c. Implementing PWIM by assigning the students to write simple essays in the form of narrative text.
- d. Making use of the media (Picture Word Chart) optimally.

3. Implementing the Action

The researcher implemented the PWIM technique and the accompanying actions in the teaching and learning process. Those actions were carried out in two cycles in which each cycle took two-times classroom meetings. At the end of Cycle 1 and Cycle 2, a test was administered to the students in order to examine how far the PWIM implementation affects their writing ability.

4. Observing the Action

During the action implementation, the researcher and the collaborators observed the teaching and learning process. How the process was going on, how the actions were implemented, how the students participated during the class, and how the improvement was achieved were the things that were observed. They also observed the results of the test conducted at the end of each cycle. The results of the test were compared to examine the students' progress in writing. The students' writing was checked and responded by

the researcher and the collaborators. The responses were in the forms of comments, suggestions, praises, and recommendations.

5. Reflecting the Action

The researcher evaluated the actions that had been implemented in Cycle 1 and Cycle 2. After that, she described the effects of the actions and examined the obstacles found during the implementation. Moreover, she also interviewed the collaborators and the students in order to know their views and feelings toward the actions. The reflection showed whether the action was successful or not in improving the students' writing ability. However, the unsuccessful actions would be modified into the ones which were more suitable in the next actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The research was conducted at SMP N 3 Mlati. The participants were the students of grade VIII D students of SMP N 3 Mlati in the academic year of 2014/2015.

A. Reconnaissance

In reconnaissance, identification of field problems was conducted to know the problems faced by students. The researcher did an observation to get information about the problems in the teaching and learning process. The English teacher and some students of VIII D class were also interviewed to get some information about the current condition of the teaching and learning process.

1. Identification of the Field Problems

The observation was done on 12 May 2015. The result of the observation can be seen in the vignette as follows.

Vignette
12 May 2015
VIII D classroom

The teacher greeted the students in front of the class. He pointed one student in the class to lead a prayer. After that, he said, “Good morning, students. How are you?” The students answered “Good morning. I am fine thank you, and you?” “Fine, thanks”, the teacher replied. He also checked the students’ attendance list. Nobody was absent. Then, the teacher introduced the researcher to the students and he asked the researcher to sit down at the back of the class.

The teacher started the lesson by mentioning the topic that the students were going to study. The topic was about narrative text. The teacher did warming up by asking the students what the examples of narrative texts that they knew. Many students answered spontaneously. Their answers were varied; for example *Danau Toba*, *Malin Kundang*, Mouse deer and Crocodile, and *Timun Mas*. Then the teacher explained the generic structure and language features of a narrative text on the white board. The details of the each part were explained but some students, especially male students, did not pay attention to the teacher’s explanation. The teacher also explained about the language focus for example the word class. He asked the students the kinds of word class but just

few of them could answer it. Some students did not understand the question so they did not respond to teacher questions. The class condition was less effective because many students were talking to each other.

The teacher then gave an assignment to the students. They had to find the example of narrative text in the library. They also had to answer the questions about the social function, the generic structure, and the language function of the text. When the students were doing the assignment, they asked to teacher about the meaning of the words in the passages many times. They also did not understand about the question of the task.

Based on the researcher's observation, the writing ability of most students was low. The teacher asked the students to identify the generic structure of the text and to write again the story using their own words but they were just copying every sentence in the passage. It seemed they had some difficulties generating sentences when they wrote using their own words. They also made frequent errors and mistakes of spelling, punctuation, capitalization, and paragraphing.

At the end of the class, many students still did not finish their task. They did not have enough time. Finally, the teacher closed the class by giving conclusion about what they have learnt that day. After that, he ended the class by saying goodbye.

Moreover, some interviews were done to identify the problems of English teaching and learning in the VIII D class of SMP N 3 Mlati. The researcher interviewed the English teacher to gain the information about the problems faced by him and also to know about the students' ability in mastering English language. The interview with the English teacher before the implementation of Cycle 1 is presented in the following interview transcript.

-
- R : *Bagaimana cara bapak mengajar bahasa inggris sebagai skill kepada siswa?*
(How do you teach Language skills in English to students?)
- ET : *Writing kan productive skill, bukan receptive. Level yang sulit itu writing. Saya ngajar pertama listening dulu, kemudian speaking, reading dan baru writing.*
(Writing is productive skill, not receptive. Writing skill is the most difficult skill. Therefore, I taught listening first, followed by speaking, reading and then writing.)
- R : *Materi apa yang dirasa bapak cukup sulit dalam skill writing pada semester ini pak?*
(In teaching writing skill, what is the most difficult material to be taught, especially material in this semester?)
- ET : *Saya pikir descriptive tidak begitu rumit, ketika narrative itu agak repot dan susah.*

(In my opinion, descriptive is not quite difficult, but narrative is more difficult)

R : *Bagaimana cara bapak mengajar anak dalam menulis? Aktivitas apa yang bapak gunakan dalam kegiatan menulis?*
(How do you teach students to write? What kind of activities do you use in teaching writing?)

ET : *Anak- anak sudah belajar reading terlebih dahulu. Jadi ketika belajar writing, Brainstorming activity 1-2 menit selesai. Langsung menyusun kalimat, mengisi kalimat-kalimat rumpang, yang berkaitan dengan kalimat-kalimat yang diajarkan itu.*

(The students have studied reading previously. Thus, when they study writing, they do brainstorming activity for 1-2 minutes. It is followed by arranging sentences and filling in the blank activity, which is related to the sentences previously taught.)

R : *Kalau kemampuan menulis siswa bagaimana?*
(What about the students' writing ability?)

ET : *Mereka untuk menulis kalimat sederhana saja masih banyak yang tidak bisa, karena penguasaan vocabulary yang masih rendah salah satunya. Masih sulit jika menulis paragraf apalagi seperti narrative teks.*

(They still have difficulties, even in writing simple sentences, because their vocabulary mastery is poor. It is too difficult for them to write paragraph moreover to write narrative text.)

R : *Lalu bagaimana dengan motivasi belajar siswa?*
(Then, what is about the students' motivation to study?)

ET : *Siswa disini merupakan siswa dengan kemampuan sedang dan motivasi belajar siswa juga rendah.*

(Most of the students are low achievement students with low motivation to learn?)

R : *Terkait dengan mikroskill dalam writing, menurut bapak kelemahan apa yang dimiliki oleh siswa?*

(What do you think about the lack that the students have related to the microskills in writing?)

ET : *Grammar yang dikuasai siswa itu masih minim. Tenses lampau dan yang sekarang masih bingung. Kebetulan kalimat yang kita berikan kalimat positif, ketika di negatifykan mereka masih bingung. Penggunaan was were juga masih bingung. Saya menjelaskan itu kalimat verbal dan nominal tapi mereka juga masih bingung.*

(The students' grammar mastery is poor. They have difficulties in studying present and past tenses, the use of positive and negative sentences, the use of was/were, and the difference of verbal and nominal sentences.)

R : *Selain itu kesulitan apalagi yang bapak hadapi? Apakah waktu juga menjadi faktor penghambat?*

(In addition, what are the difficulties that you have in teaching? Is time considered as one of teaching problems?)

- ET : *Kalau untuk mengajarkan materi sulit seperti narrative text susah juga. Vocabulary masih rendah. Kita tidak diberikan waktu yang cukup untuk grammar. Kalau kita fokus untuk ngajar grammar nanti fokusnya hanya disitu. Siswa juga hanya mengartikan kata per kata dari bahasa Indonesia ke bahasa Inggris.*
 (To teach complex material such as narrative text is difficult. The students' vocabulary is poor. We do not have sufficient time to teach grammar. If I only focused on teaching grammar, we will stick in there. The students only translate words from Indonesian to English as well.)
- R : *Apakah bapak pernah pake stratgey PWIM?*
 (Have you taught students using PWIM technique?)
- ET : *Belum pernah. Ya memang perlu usaha untuk meningkatkan writing ability siswa.*
 (No, I have not. We do need effort to improve the students' writing ability.)

(Int-1/ 12 May 2015)

The researcher also interviewed some students to get more information. The interviews were conducted on 12 May 2015. From the interviews, the students confirmed that they faced some difficulties in writing. They got limited time to brainstorm their ideas. They stated that they could not organize their idea in well sequenced. Related with grammar, they realized that their grammar mastery was low. They said that they had problems related with the word class and the use of simple past tense, especially irregular verb. According to them, the writing activity is not interesting because they just directly did the assignment and presented it in front of the class. This statement can be seen in the following interview transcript.

-
- R : *Menurut kamu diantara empat skill bahasa Inggris. Paling susah yang mana? antara reading writing speaking listening?*

(In your opinion, what is the most difficult skill in English? Is it reading, writing, speaking or listening?)

S : *Tergantung konteksnya. Perintahnya apa. Tapi writing juga susah sih.*
(It depends on the context and the instruction, but writing is difficult indeed.)

R : *Kalo biasanya kalian disuruh menulis, kegiatan yang dilakukan apa?*
(What are activities that you usually do in writing practice?)

S : *Langsung disuruh kasih tugas, dikerjain, dipresentasikan, harus dipahami dan dihapalkan tanpa teks.*
(We go directly to do some assignments. We did it and we presented it. We have to understand and memorize it.)

R : *Apa kamu dikasih waktu buat brainstorming? Menulis hal-hal yang inti untuk dikembangkan jadi paragraf?*
(Do you have time to brainstorm which is to write important things to be developed in the paragraph?)

S : *Ngga ada.*
(No, we do not have time to do it.)

R : *Ketika proses menulis kamu kesusahan di bagian apa?*
(When you try to write something, what is the difficult part in the process?)

S : *Bingung kalimatnya harus ditaruh di bagian mana dulu. Inti paragrafnya ditaruh mana juga bingung. Kalo writing, kerangka kurang tepat. Seringnya inti bagian di depan. Yang harusnya jadi pengenalan malah di akhir.*

(I hesitate to arrange the sentences correctly as well as where I should put the main paragraph. I often misplace the structure of the text that I write. Sometimes I put the main paragraph in the beginning of the text and put the introduction in the end of text.)

R : *Selain itu kesalahan apalagi yang sering kamu lakukan ketika menulis? Misalnya grammar, apakah kamu sudah bisa?*
(What other mistakes that you usually made in writing practice? Can you use grammar correctly?)

S : *Sering salah yang past tense. Terutama yang irregular verb.*
(I often made mistakes in using past tense, especially in using irregular verb.)

R : *Sudah bisa membedakan antara noun adjective verb?*
(Can you distinguish noun, adjective, and verb?)

S : *Membedakan bisa, tapi menyusunnya kebalik-balik.*
(Yes I can, but sometimes I made mistakes when I am trying to arrange it.

R : *Kalo nulis kalimat udah bisa belum?*
(Can you write sentences?)

S : *Nyusun kalimat udah bisa tapi masih suka kebalik-balik juga.*
(I can arrange sentences even though sometimes it is not well arranged.)

R : *Pernah ngga pak guru ngajar pake gambar pas ngajar writing?*
(Has the teacher taught writing using pictures?)

S : *Belum pernah.*

(No, He has not.)

(Int-3/ 12 May 2015)

Furthermore, a pre-test was conducted on 13 May 2015. The test was done in order to get information about the students' writing ability. At the pre-test, the researcher asked the students to write a folktale or any kinds of narrative texts. When they did the pretest, they needed a lot of time to generate the ideas. In the 10 minutes beginning, many students have not written any single word. They said that they did not have ideas to write. The researcher has provided the generic structure of narrative text in pre-test answer sheet to make the students easier to develop the story, but some of them still did not write the complication part and resolution. The following is the example of student's writing before the action.

Students' Pre-test

Name : Anindya Andareswari

Class : VIII D 180

Student Number : 01 (Sgtu)

What is your favourite legend? Rewrite your favourite legend with your own words at least 3 sentences in each paragraph.

Title: Cinderellas

Orientation (It is about the opening paragraph where the characters of the story are introduced.) Example: Once upon a time, there was a beautiful girl called Bawang Putih.	1. Once upon a time, Raden Putra ^{had} have a Fighting ^{His} cock. 2. Fighting ^{win} cock Raden ^{won} Putra, always 3. Fighting ^{meanly} cock Raden Putra, really meanly ^{meanly} ?
Complication (How the problems in the story developed.) Example: The stepmother and stepsister treated Bawang Putih badly.	1. Raden Putra refused ^{pick} opponent ^{his} for to fight ^{fight} Fighting ^{verb?} cock Raden ^{Putra} 2. Raden Putra argotiv ^{argotiv} for Fighting ^{verb?} cock. 3. Raden Putra verb?
Resolution (How the problems in the story is solved.) Example: The stepmother and Bawang Merah apologized to Bawang Putih. They lived happily ever after.	1. Raden putra find ^{lost} opponent ^{lost} for to x Figh ^{His} fighting ^{was} cock ? 2. Fighting ^{He} cock Raden ^{He} Putra loose ^{win} to fight ^{win} have ^{win} Cinderaras ? ^{He} He ^{win} 3. Fighting ^{win} cock is ^{win} Cinderaras win ^{win} from Fighting ^{win} cock x ^{win} Raden Putra s

Figure 6. An Example of a Student's Writing before Action

From the figure above, it can be seen that the student's ability in writing narrative text was very low. There were some students who made these kinds of grammatical problems. They obeyed grammatical rules such as subject-verb agreement. They did not understand how to use simple past tense in writing a narrative text. They also failed to use the right form of pronouns. Their vocabulary

mastery was very limited so that their sentences were meaningless. Furthermore, they obeyed to use the right punctuation and capital letter. In conclusion, the researcher analyzed that many students had difficulties in generating ideas, looking at the appropriate verb, composing the ideas into good paragraph and also using the correct grammar and mechanics.

The following table shows the scores of students' writing in pre-test. The scores of their writing were rated by the researcher and the collaborator. They assessed the students' pretest by using scoring rubric adapted from Jacob et al in Weigle (2002).

Table 3 The Students' Writing Score Percentage in Pretest

Score	Categorization	Frequency	Interpretation	Total	Percentage
87.5-100	Excellent	0	Good	6	18.75%
75-87.4	Very good	1			
62.5-74.9	Good	5			
50-62.4	Fair	9	Poor	26	81,25%
37.5-49.9	Poor	12			
25-37.4	Very poor	5			

Table 3 shows that the students' writing ability was low. The scoring aspects include content, language use, vocabulary, organization, and mechanics. The result is that around 18.75% of the students belong to good category. The rest of the class or about 81.25% got bad scores. Therefore, it could be concluded that the students of VIII D class at SMP N 3 Mlati had some problems in writing narrative text related to content, language use, vocabulary, organization, and mechanics.

Furthermore, the following table outlines the problems in English teaching and learning process that were identified through the class observation, interviews with English teacher and the students, and the pre-test result.

Table 4. The Field Problems in the English Teaching and Learning Process of VIII D in SMP N 3 Mlati

No.	Problems	Code
1.	Most of students had difficulty in generating ideas.	S
2.	The students had limited vocabulary mastery.	S
3.	The students' writing was less organized.	S
4.	Most of students translated the word from Indonesian into English language without considering the context.	S
5.	The students had difficulties in using the correct grammar in writing.	S
6.	The students did not pay much attention to the use of correct mechanics in writing.	S
7.	The students gave little attention to the teacher's explanation and talk to their friends during the lesson.	S
8.	The students got limited time to practice writing.	S
9.	The students had low motivation in writing.	S
10.	The teacher did not give enough activities for students to practice writing.	A
11.	The mistake and the errors in writing that the students made were not discussed.	A
12.	The teacher did not vary the activities so that the students felt bored.	A
13.	Writing technique in the teaching and learning process was not implemented to help the students to write step by step using writing process.	Tec
14.	Interesting media rarely were given to the students in the teaching and learning process of writing.	M

S: student

Tec: technique

M: media

A: Activity

2. Selecting the Problems

Based on the observation, interview, and pre-test conducted in the classroom, the researcher found out that the writing ability of grade VIII D students were still poor. Considering the time and feasibility of the problems to be solved, it was hard to overcome all problems found in the classroom. Therefore, the researcher selected some feasible and urgent problems to be

solved. The following table shows the selected problems that were found in the field and indicators.

Table 5. The Selected Problems and the Indicators

No	Categories	Problems	Indicators
1.	Related to the students' writing skill.	a. Content The students had difficulty in generating ideas.	<ul style="list-style-type: none"> - Most of students were confused in what they had to write. - Their writing had less supporting idea. - Most of students needed a lot of time to develop their idea.
		b. Organization The students' writing was less organized.	<ul style="list-style-type: none"> - The students had difficulties in arranging words into a correct sentence. - The students had difficulties in arranging the paragraphs.
		c. Vocabulary The students had limited vocabulary mastery.	<ul style="list-style-type: none"> - The students often asked teacher to translate words. - Most of the students made many errors and mistakes in choosing appropriate vocabularies.
		d. Grammar The students had difficulties in using the correct grammar in writing.	<ul style="list-style-type: none"> - Students made many errors and mistakes in agreement, tense, word order, articles, pronouns, and preposition.
		e. Mechanics The students did not	<ul style="list-style-type: none"> - Most of the students made many errors and

		pay much attention to the use of correct mechanics in writing.	mistakes in spelling, punctuation, and capitalization.
	Related to the teaching technique.	<ul style="list-style-type: none"> - Writing technique in the teaching and learning process was not implemented to help the students to write step by step using writing process. 	<ul style="list-style-type: none"> - There were rarely introduction of new vocabularies to the students. - There was no drilling on how to write correct sentence to the student. - The focus was not on writing product of the students. In addition, the focus was on how the students presented orally their written product in front of the class.
	Related to the media	The teacher provided limited varieties of media.	<ul style="list-style-type: none"> - The teacher only used book or LKS for teaching the students. - The teacher rarely made use the teaching media in the classroom.
	Related to the students' motivation	The students had low motivation in writing.	<ul style="list-style-type: none"> - The students were reluctant to do writing tasks. - Some students said they did not like writing. - The students considered that writing in English was difficult.

3. Determining the Actions to Overcome the Selected Problems

After selecting problems to be solved, the researcher decided to do some actions to overcome those problems. The proposed actions are presented in the following table.

Table 6. The Actions to Overcome the Problems

No.	Problems	Indicators	Actions
1)	Writing technique in the teaching and learning process was not implemented to help the students to write step by step using writing process.	<ul style="list-style-type: none"> - There were rarely introduction of new vocabularies to the students. - There was no drilling on how to write correct sentence to the student. - The focus of the learning process was not on writing product of the students. In addition, the focus was on how the students presented orally their written product in front of the class. 	<ul style="list-style-type: none"> - Implementing PWIM technique which consists of six steps for teaching and learning process of writing. The steps are: <ol style="list-style-type: none"> 1. selecting pictures 2. identifying and labeling pictures 3. reading and reviewing the picture word chart 4. creating a title 5. generating words into sentences and paragraphs 6. reading and reviewing the sentences and paragraphs.
2)	The teacher provided limited varieties of media.	<ul style="list-style-type: none"> - The teacher only used book or LKS for teaching the students. - The teacher rarely made use the teaching media in the classroom. 	<ul style="list-style-type: none"> - Implementing the first step of PWIM technique (selecting the pictures).
3)	The students had difficulty in generating ideas.	<ul style="list-style-type: none"> - Most of students were confused in what they had to write. - Their writing had less supporting 	<ul style="list-style-type: none"> - Giving the students a model text functioning as the input of language. - Implementing the second step of PWIM technique (identifying and labeling the

		<ul style="list-style-type: none"> idea. - Most of students needed a lot of time to develop their idea. 	<ul style="list-style-type: none"> pictures) - Guiding the students to brainstorm ideas through the provided pictures.
4)	The students' writing was less organized.	<ul style="list-style-type: none"> - The students had difficulties in arranging words into a correct sentence. - The students had difficulties in arranging the paragraphs. 	<ul style="list-style-type: none"> - Giving explanation about the generic structure and the language features of narrative texts.
5)	The students had limited vocabulary mastery.	<ul style="list-style-type: none"> - The students often asked teacher to translate words. - Most of the students made many errors and mistakes in choosing appropriate vocabularies. 	<ul style="list-style-type: none"> - Implementing the third step of PWIM technique (reading and reviewing the picture word chart). - Providing lists of words based on the picture word chart to enrich students' vocabulary mastery.
6)	The students had difficulties in using the correct grammar in writing.	<ul style="list-style-type: none"> - Students made many errors and mistakes in agreement, tense, word order, articles, pronouns, and preposition. 	<ul style="list-style-type: none"> - Implementing the fourth and fifth step of PWIM technique (Creating title and generating words into sentences and paragraph) - Providing the students with writing tasks and exercises related to the narrative text and the generic structure of the text.
7)	The students did not pay much attention to the use of correct mechanics in writing.	<ul style="list-style-type: none"> - Most of the students made many errors and mistakes in spelling, punctuation, and capitalization. 	<ul style="list-style-type: none"> - Implementing the sixth step of PWIM technique (reading and reviewing the sentences and paragraphs) - Providing the students with opportunities to correct their writing in a group.
8)	The students had low motivation in writing.	<ul style="list-style-type: none"> - The students were reluctant to do writing tasks. - Some students said 	<ul style="list-style-type: none"> - Encouraging and asking the students to identify and label the pictures as many as possible.

		they did not like writing. - The students considered that writing in English was difficult.	– Encouraging the students to spell the words together – Giving guidance in the writing process (planning, editing, revising, and publishing the final version of students' writing).
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B. Report of Cycle I and II

1. Report of Cycle 1

a. Planning

After getting the information about the problems found in the reconnaissance stage, the researcher and the collaborator planned some actions to overcome the problems. The actions which consisted of two cycles focused on the use of Picture Word Inductive Model to improve the students' ability in writing narrative texts.

Cycle 1 was conducted in two meetings. It started on 19 May 2015 until 20 May 2015. The teaching and learning process applied Genre Based Approach which consists of four stages namely Building Knowledge of Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). PWIM technique was applied in those four stages.

The researcher prepared teaching and learning instruments which consists of course grids, lesson plans, and worksheet. The components of the course grids are standard of competence, basic competence, indicators, materials, language focus, activities, and time allocation.

The plans of the Cycle 1 are presented in the following discussions.

1) First meeting

In the first meeting, the plans focused on introducing the activities and media of PWIM technique in three stages of genre based approach that are BKOF, MOT, and JCOT. The followings are the discussions of each stage.

1. BKOF (Building knowledge of the Field)

There were some plans to implement PWIM technique made by the researcher and the collaborators in BKOF stage. They are:

a) Selecting Pictures

The researcher and collaborator selected interesting pictures as media in leading activities. The pictures are the representative of the texts that were discussed in the next activities.

b) Identifying and Labeling Items

The researcher and collaborators designed the leading activities by providing several questions related to the pictures. They also designed activities to encourage the students to write down many words of the pictures. Moreover, they provided a narrative text and the generic structure of the text.

c) Reading and Reviewing the Picture Word Chart.

The Researcher gave opportunities for the students to enrich their vocabulary mastery by providing the picture word chart. The students can add words in the picture word chart. The following is the example of Picture word chart.



Figure 7. The Example of the Picture Word Chart in Cycle 1

2. MOT (Modeling of the Text)

There were some plans to implement PWIM technique made by the researcher and the collaborators in MOT stage. The plans focused on giving the students task related to the narrative text and the language use of the text. They are:

a) Classifying Words

The activity was designed for the students to classify words that they have got from the pictures whether it was noun, verb, adjective, or adverb.

b) Completing Sentences

They also prepared to give an exercise called “fill in the blank”. In this exercise, the students were asked to complete the sentence using the correct verb form.

3. JCOT (Joint Construction of the Text)

There were some plans to implement PWIM technique made by the researcher and the collaborators in JCOT stage. They are:

a) Generating Sentences and Paragraphs

The researcher prepared worksheet containing jumbled sentences of a story. The students were asked to put sentences into the right order.

b) Reading and Reviewing Sentences and Paragraphs

The researcher and the collaborator planned to correct and give feedback on the results of the students' writing to make them know their mistakes such as misspelling words and incorrect grammar.

2) Second meeting

In the second meeting, the plans focused on implementing the activities and media of PWIM technique in ICOT stage. The researcher followed the steps of writing process as explained in the following discussions.

a) Planning

- Selecting Pictures

The researcher prepared and selected a picture for the students to help them generating the idea. The pictures about “Timun Mas Story” would be given for the students.

- Identifying and Labeling Items

The students were asked to identify items and ideas related to the pictures.

- Reading and Reviewing the Picture Word Chart

The researcher provided a picture word chart in which the students' have to label each items by writing the words on it.

b) Drafting

- Adding Words

The researcher provided opportunities for the students to write add new words in the picture word chart.

- Generating Sentences and Paragraphs

After the students finished in writing down the words on the picture word chart, the researcher planned to ask the students to write sentences that originally came from their mind. Then, they were asked to arrange that sentences into a good paragraph.

c) Editing

- Reading and Reviewing Sentences and Paragraphs

The researcher gave opportunities for the students to correct their own writing by checking on spelling and grammar. Moreover, the researcher and the collaborator also gave feedback to make the students know their mistakes and to make them understood how to revise their writing.

d) Final version

- Asking the Students to Present Their Writing Tasks.

The students were asked to present their final writing product that was done individually.

b. Action and Observation**1) Meeting 1**

The first meeting was on Tuesday, 19 May 2015 at 09.20 a.m. until 10.40 a.m. The researcher carried out the actions as the teacher. The English teacher who became the collaborator sat at the back of the class and observed the learning process. The researcher started the class by greeting, praying, and checking the attendance. She told the students that she would teach them for two weeks. She further introduced herself as well as the collaborator who accompanied her while doing the research.

At the beginning of the lesson, the steps of PWIM were explained to the students. After the students clearly understood about the steps, the researcher explained about the material that would be learned during the research. Relying on the curriculum of VIII grade students, narrative text material was chosen.

During this research, a handout was used to engage the students in teaching and learning process so that students could implement the technique effectively while writing a narrative text. This situation is shown by the following field note.

After checking students' attendance, R informed again to Ss that R would discuss the material of writing narrative text using Picture Word Inductive Model. R briefly explained what PWIM is and distributed handout containing the step of PWIM. Ss were directly guided into first step of PWIM.

(FN-05/19 May 2015)

Then, a series of pictures of a famous narrative story, “*Bawang Merah and Bawang Putih*”, were displayed to the students as the first step of PWIM. The students were given a task for labeling items in the pictures. In this activity, they could only identify and write some words from the pictures. Some students even did not do the labeling activity. It showed that their vocabulary mastery was very low. After that, the students were given explanation that they might open dictionary to find the words in English.

Afterwards, the students were provided with an example of narrative text. They were asked to decide which part of the text which was the title, the orientation, the conflict, and the resolution. Some of them asked the researcher some questions when they did know the meaning of words. She suggested them to look again at the picture word chart for checking the meaning of word. However, there were some noisy students in the class. The researcher gave them questions in order to get their attentions. The following field note describes this situation.

R asked, “Can you describe the people on the pictures? What the story is about? What are they doing?” Some male students who were talking to each other unexpectedly answered the questions in Bahasa Indonesia. “*Bawang Putih baik miss. Dia lagi nyuci*” (“Bawang Putih was kind, and she was washing clothes.”) and the other students answered “*Ibu tirinya jahat, nyuruh-nyuruh bawang putih*” (“The stepmother was cruel, and she always asked Bawang Putih to do something.”)

(FN-05/19 May 2015)

Some questions on the worksheet were given to measure their understanding about the text. Some students said again that they found it difficult

to answer the questions because they did not know its meaning in Bahasa Indonesia. Then, both the researcher and the students discussed the text together to check the answer. The students also were guided to open dictionary and also to look at the picture word chart consisting lists of words. If they did not know the meaning of the words, the students were asked to write down words and its meanings on their handout. Finally, they could answer the questions related to the texts.

The researcher continued to explain about the language features of narrative text. She explained the characteristics of a narrative text which usually used action verbs, past tense form, and connectors. After she finished in explaining the materials, she continued to guide the students in the next tasks. They were asked to classify words that they get from the pictures into the word class. They had to classify into noun, verb, adjective or adverb. The researcher asked the students to write the word in the provided column in the whiteboard. Each student joined this activity. They actively wrote the words on the whiteboard. It was found that there were misspelling words on the students' writing. To minimize this problem, the researcher asked them to do the third step of PWIM that is read and review the picture word chart. They spelled the word aloud and pronounced the words. Because of the limited time, they only spelled and pronounced few words that were considered as difficult words.

After all of the students had classified the words, they discussed it together. The researcher identified that the students were still confused whether a word belongs to verb, adverb, noun, or adjective. Then, she corrected their answer

and gave emphasize about the concept of word class. The students' activity of classifying group into word class can be seen from the following photograph.



Picture 1. The students classified words into word class.

At the beginning of MOT stage, (Modeling of the task), the researcher then continued to give some grammar exercises. In these exercises, the students were asked to complete each sentence using the correct verb form. They did the task and completed the picture word chart in their worksheet. However, some of them were not eager to do the task.

The researcher also provided a list of words to help the students in completing the picture words chart. The students write down a list of words given by the researcher and they checked its meaning of each word in the dictionary. After that, they started to complete the sentences. The researcher walked around the class to check their work. However, many students just completed the story by putting a verb into each sentence without changing it into past-tense form. Then, she told them to open their dictionary to search the past-tense form of each verb. Because of limited time, she helped them by directly giving lists of the past-tense form of each verb.

The researcher implemented PWIM technique JCOT stage (Joint Construction of the Text) by asking the students to generate sentences and paragraphs. They were required to draft sentences in the previous task, “Unsuccessful Burglary” into a coherent paragraph. The chart of generic structure was provided on their worksheet to help them in organizing the text. Most of them could do this task well, but the other students were reluctant to write.

Then, the researcher gave another task for the students. She provided a series of pictures about Cinderella and the students were asked to arrange the jumbled paragraphs. The following vignette explains this activity.

Because of the limitation of the time, the part of learning to construct the text was transferred immediately by R. R gave Ss five minutes to arrange jumbled paragraph task. R said “You can guess the meaning of the word by looking at the picture.” Many students faced difficulty when doing this task. Some students said “*Miss, ini paragrafnya panjang banget kayaknya waktunya ngga cukup.*” (Miss, the paragraph is too long. We do not have sufficient time).

(FN-05/19 May 2015)

Due to limited time, she asked the students to continue their worksheet at home. Time was up and she closed the class.

2) Meeting 2

The second meeting was done on Wednesday, 20 May 2015. The researcher and the teacher came to the class. The teacher sat at the back of the class observing the teaching and learning process. The Researcher started the class by greeting, praying, and checking attendance list. No one was absent on that day.

Then, the students were asked to take their worksheets. Some of them did not bring it. The researcher asked them whether they had finished arranging paragraph or not. They answered that they had not finished, meanwhile there were some students who had completed their homework. They had some difficulties in doing homework because they did not understand the meaning of each paragraph. After the researcher guided them into identifying and labeling pictures step, they could catch the meaning of the idea in each paragraph. Then, they could arrange the paragraph into correct order.

After a few minutes, the activity was continued to ICOT stage (Independent Construction of the Text). The students were asked to write individually a narrative text entitled "*Timun Mas*". At the beginning, they were asked to look at pictures of "*Timun Mas*". They had to identify the items on the pictures and write down the words around of the pictures. The researcher also encouraged them to use dictionary. She gave 10 minutes for them to explore the pictures.

The researcher put series of pictures entitled "*Timun Mas*" on the whiteboard so that any student could join labeling activity. They looked enthusiastic as they did labeling activity in front of the class. The words which they wrote in labeling pictures are *husband, wife, child, giant, farmer, cucumber, shrimp, salt, sea, ask, run, pray, beautiful, big, happy, once upon a time, and finally*. Some students made misspelling in writing the words, but the researcher and other students corrected together by pronouncing and spelling the words.

Because the students wrote minimum words, the researcher added some key words on each picture to enrich their vocabulary mastery. After they did labeling activity, they classified words based on word classes. The researcher guided them in classifying words whether it is noun, verb, adjective or adverb. She explained how to change the verbs into past form and gave them some examples about the use of verbs in narrative text. She also gave lists of the irregular verbs so that students could memorize it.



Picture 2. The student generated sentences.

After few minutes, the step was continued to generating sentences and paragraph step. The researcher gave an example on how to write a simple sentence because in pre-test, many students could not write sentences well. Furthermore, she told them that the minimum requirement of writing a sentence was any a subject and a verb, whether it was action verb or linking verb. Then she asked them to write three simple sentences for picture number 1 at "*Timun Mas*

Story” using the words that they had written on the word chart. They also asked some questions related to this step as described in the following field note.

The students started to write their own writing. They did not ask R to translate word as often as before. They asked R some questions if their writing was correct or not as shown in the following conversation.

- S : *Miss, ini kalimatnya benar ngga the baby grow up into beautiful girl?*
(Miss, is the sentence already correct?)
- R : Don't forget to change the verb into past tense
- S : *Oh iya miss, lupa hehe. Lampaunya apa miss?*
(Okay miss, sorry I forgot. What is the past tense of this word?)
- R : *Coba dibuka kamusnya, dicari di kamus.*
(Open the dictionary please. You can find it there.)
- S : *Udah ketemu miss, grew ya miss lampaunya.*
(Okay, I found it. The past tense is grew, isn't it miss?)

The students sometimes forgot to put a subject in the sentence. They were also still confused about the rules of plural and singular. R asked Ss to check their writing as in the following conversation.

- R : *Avi, coba diteliti lagi yang bagian kata kerja udh benar belum?*
(Avi, please recheck the verb part, are they already correct yet?)
- S : *Lha benar tho miss kaya gini? "They was a diligent farmers."*
(I think it is already correct, isn't it?)
- R : *Please look at the subject. Subjectnya itu plural, lebih dari satu, jadi linking verbnya seharusnya?*
(The subject is plural, it means that the subject is more than one, so what does the linking verb suppose to be?)
- S : (The students kept silent)
- R : *Harusnya were. They were diligent farmers.*
(It supposes to be "were".)
- Ss : *Oh gitu ya miss, okay aku mudeng.*
(Oh I see.)

(FN-06/20 May 2015)

Although it is ICOT stage, they still needed some guidance in doing the task. The researcher provided them the generic structure chart in their worksheet

in order to help them in generating ideas. She also gave some examples how to write the beginning of the story. All of them paid attention to her explanation carefully. The following field note explains this situation.

After R gave some exercises of writing some sentences in simple past tense form, R leaded Ss to generate paragraph. R asked Ss to develop their sentences into three parts of paragraphs. Some Ss were still confused how to do the task. Ss often asked R some questions as in the following conversations.

- S : *Miss, ini dipisah-pisahin apa gimana?*
(Miss, Should I separate it?)
- R : *You just have to develop your sentences. Jadi awalnya kalian perkenalkan tokohnya siapa aja, tempat kejadiannya dimana, awal mula cerita gimana, lalu konfliknya bagaimana, dan cara menyelesaikan konfliknya bagaimana.*
(You have to introduce the characters of the story, the setting, and how the story begins. It is followed by the conflict and how to solve it.)
- S : *Oh gitu tho miss maksudnya.*
(Okay, I see.)

(FN6/20 May 2015)

However, the students were willing to write the story in the worksheet. As time was up, she asked students to submit their works. Then she closed the class.

c. Reflection

After conducting actions of Cycle 1, the researcher and collaborators did some reflections in order to evaluate whether the research needed to be modified in the next cycle or not. The reflections of the actions can be elaborated as follows.

1. Introducing and explaining PWIM technique

In Cycle 1, the use of PWIM technique attracted the students' attention.

When the researcher introduced this technique in the classroom, they seemed

enthusiastic. There were activities and some interesting picture word charts in this technique that could increase the students' participation during the teaching and learning process of writing narrative texts.

However, during the researcher implemented PWIM technique, many students had not understood well about the concept. They did not really understand about the instruction in each step. The following interview transcript supports that statement.

-
- R : *Cara miss ngajar pake PWIM kamu mudeng ngga?*
(Do you understand the way I taught writing through PWIM strategy?)
- S : *Masih ada yang belum jelas di bagian instructionnya.*
(There were unclear parts in instruction)
- R : *Berarti harus lebih simple ya buat instruksinya?. Tapi ngebantu ngga pake strategi PWIM?*
(Do you mean that I supposed to make the instruction simpler? But overall is the strategy helpful?)
- S : *Menarik bikin mudeng. Ngebantu buat nulis kalimat.*
(It is interesting, and it helps me to understand and to write sentences.)

(Int-6/ 19 May 2015)

She also interviewed the teacher to know his reflection during the implementation of PWIM technique in Cycle 1. According to the teacher, the materials were too much, as the result, they could not focus to implement each step. It can be seen in the following interview transcript.

-
- R : *Bagaimana Pak pembelajaran saya di cycle 1 ini?*
(What do you think about my teaching technique in Cycle1 Sir?)
- ET : *Iya saya melihat materi mbak anin buat terlalu banyak ya jadi tidak terlalu fokus penekanannya pada setiap stepnya. Disederhanakan lagi mbak materinya.*

(I saw that your materials were too much so you did not focus on each step. You have to reduce the materials.)

R : *Iya pak, saya juga merasa terburu-buru pada setiap step di teknik PWIM. Solusi untuk penyampaian nya agar siswa paham menggunakan teknik PWIM ketika menulis bagaimana ya Pak?*

(I agree with you Sir. I also felt that I always been too hurried in implementing each step of the technique. How should I deliver the materials so that the students can apply PWIM technique appropriately?)

(Int-8/ 20 May 2015)

Then, they had a discussion to solve the problem. The teacher suggested to the researcher to reduce the teaching materials in the next cycle. The discussion is presented in the following interview transcript.

R : *Iya pak, saya juga merasa terburu-buru pada setiap step di teknik PWIM. Solusi untuk penyampaian nya agar siswa paham menggunakan teknik PWIM ketika menulis bagaimana ya Pak?*

(I agree with you Sir. I also felt that I always been too hurried in implementing each step of the teknik. How should I deliver the materials so that the students can apply PWIM technique appropriately?)

ET : *Siswa diberi penjelasan tiap stepnya dengan sederhana. Pengemasan materi juga yang sederhana saja jangan panjang-panjang. Nggak mudeng murid kalo task disetiap stepnya banyak dan sulit. Ketika mengaplikasikan teknik tersebut, anak juga perlu diawasi karena mereka masih semaunya sendiri ya.*

(You have to give simple explanation in each step. The materials should not be complex. The students would not understand the materials if the tasks given were too difficult for them. When you implement the technique, you have to control the students because they sometimes do not follow the instruction.)

(Int-8/ 20 May 2015)

2. Implementing each step of PWIM technique

The first step of PWIM technique is selecting pictures as media in the teaching and learning process. The pictures are related to the story of “*Bawang*

Merah and Bawang Putih, The unsuccessful Burglary, Cinderella, and Timun Mas". Based on the observation, PWIM could enhance students' interest to start writing narrative texts. They were interested in writing because there were pictures to guide them. They said that the picture word charts helped them to generate ideas. That condition can be seen in the following interview transcript.

-
- R : *Teknik PWIM membantu kamu menulis?*
(Do you think that PWIM technique help you to write?)
- S : *Lumayan Miss, ngebantu soalnya ada keterangan kata-katanya di gambar. Gambarnya juga ngebantu kita buat ngembangin ide.*
(It is helpful because there are words that explain the pictures. The pictures also help us to generate ideas.)

(Int-7/ 20 May 2015)

The second step of PWIM is identifying and labeling the pictures. Based on the observation and interviews, the students did not do this step well. They sometimes got stuck to identify the pictures, as the result they could not write many words in the picture word charts. They still needed the researcher's guidance to label the pictures. She guided them by giving lists of words with its meaning in the picture word chart. She often reinforced them to memorize the words. However, the students seemed eager to memorize words because they actively write down the words lists and its meanings given by the researcher in their picture word chart. Therefore, it implied that this activity could enrich their vocabulary mastery. Overall, the students were interested in doing this step as shown in the following interview transcript.

-
- R : *Kalian bisa ngerjain PWIM worksheet?*
(Can you do the PWIM worksheet?)
- S : *Tergantung moodnya. Ada yang susah sama ada yang gampang. Tapi lumayan seru miss yang kita rebutan maju ke depan buat nulis kosa kata yang kita tahu.*
(It depends on my mood. There are difficult and easy parts. It is fun when we compete to come in front of the class to write words that we know.)

(Int-7/ 20 May 2015)

The third step was reading and reviewing the word chart. In this step, the students actively participated to read and check the words that they have written by pronouncing words together and checking the spelling. Therefore, they could minimize their errors/ mistakes in the mechanic aspect especially spelling.

The next task was classifying words. Most of the students found some obstacles in this step. They were still confused in classifying words based on the word class. Some words that belong into adverb were classified into adjective by the students. They also were also confused to make noun phrase in creating a good title of the text. Some of them were reluctant to join the activity. Therefore, the researcher fully guided them to accomplish this task.

The last step was generating sentences and paragraph. The students were asked to write at least three sentences in one paragraph. They followed the researcher's instruction to write sentences. Although there were many grammatical mistakes related with tense, pronouns, and subject-verb agreement, the students started to be aware that a sentence at least should have a subject and a verb. They were able to compose a longer text compared to the text that they

produced in the pre-test. Their sentences also became more logical in Cycle 1 rather than in pre-test. The following picture is one example of students' writing in Cycle 1.

Name	: Anindya Andaraswari
Student Number	: 01
Class	: VMD / 80
Title	: Timun Mas
Orientation	: Once upon a time, there lived a husband and wife. They ^{were} a diligent farmer, ^{they} worked hard in a rice field. They ^{had} been married many years. They ^{prayed} everyday always ^{for} a child. A giant ^{heard} their prayer ^{and} a giant ^{gave} a child ^{with a requirement} .
Complication(s)	: A giant ^{gave} a child ^{they} requirement. When she was 17 years old, ^{they} give the child to giant. The farmer ^{was} happy and ^{did not} think the risk. They ^{got} cucumber seeds and the seeds ^{changed} into plants. Inside cucumber seeds a beautiful baby ^{was} inside. Timun Mas ^{grew up} to be a beautiful girl. ^{When} she was 17 years old, ^{her} parents ^{were} sad ^{because} they remembered their promise. They ^{gave} a bag ^{to} go away. Giant ^{came} to Timun Mas and ^{gave} angry.
Resolution	: Timun Mas ^{opened} the bag and ^{she} threw a handful of soil and ^{became} a sea. Giant ^{swam} and ^{crossed} the sea. Giant ^{took} a second magic stuff. Timun Mas ^{threw} cucumber seeds and ^{became} a cucumber field. Giant ^{could not} escape.

Figure 8. An Example of Student's Writing on Cycle 1

This sample illustrates the student's writing ability in Cycle 1. From the sample above, the researcher and the collaborator analyzed that the student's writing in Cycle 1 was better than in pre-test. In Cycle 1, she could write a better narrative text. She was able to write a longer text compared to the text that she wrote in pre-test. There was also improvement in terms of the vocabulary aspect. She used some new words that she found during the lesson. Figure 8 shows the student's improvement related to grammar since her sentences were able to perceive compared to her writing in pre-test. The other students also made similar improvement in their writing.

However, the researcher could analyze some mistakes in the students' writing. There was a sentence that was not logical such as "*They everyday always pray for a child.*" instead of "*Everyday they prayed for asking a child*". That sentence was not logical because the word choices were not appropriate.

In addition, the students of VIII D class still often made grammatical mistakes. They did not change verb into past tense form. In Figure 8, it can be seen that the student did not change verbs into past-tense form, such as *work, have been married, hear, give, do not think, change, etc.* Double verbs also could be found in Figure 8, such as "*They are get cucumber seeds and change into plants.*" instead of "*They got cucumber seeds and the seeds changed into plants.*" In addition, they sometimes did not put linking verb in their sentence such as "*The farmers happy*" instead of "*The farmers were happy.*"

In terms of mechanic aspect, the students still obeyed the rules of capital letter and punctuation. Moreover, there were some errors and mistakes that the

students still made. They sometimes wrote incorrect words since they did not know the spelling. However, the misspelling words that the students made were decrease in Cycle 1.

The researcher also showed the students' writing products in Cycle 1 to the teacher to get his reflection. He commented that the students' writing ability in generating ideas was improved. According to him, the students were able to compose a longer text compared to the text that they produced in pretest. He added that they also showed improvements in terms of vocabulary mastery. In his point of view, the students used some new words that they found during the lesson. Related to the grammar, the teacher asked the researcher to teach grammar in simple way. The description of the discussion can be seen in the interview transcript below.

-
- R : *Saya sudah selesai mengoreksi hasil tulisan anak-anak Pak. Rencananya feedback akan saya berikan pada mereka next meeting. Bagaimana menurut bapak dengan hasil ini?*
(I have finished correcting the students' writing. I planned to give them feedback in the next meeting. What do you think about the result?)
- ET : *Ya masih susah ya ini mengembangkan cerita,tapi sudah cukup jalan. Kosa kata juga sudah sedikit bertambah dibanding pretest kemaren. Cuma ya grammarnya memang masih berantakan. Ini saja mbak, pengemasan grammarnya sedikit tapi jelas.*
(So far it seems good. Their vocabulary mastery improved compared to the previous pretest but their grammar did not improve.)
- R : *Terimakasih pak masukannya. Rencananya saya akan fokus pada penerapan penggunaan kalimat verbal dan nominal serta penggunaan past tense.*
(Thank you for your suggestion. I plan to focus on implementing the use of verbal, nominal sentences and past tense.)
- ET : *Iya bisa dibuat seperti jumbled words tapi ada kata verbal nominalnya mbak atau mengurutkan paragraph.*

(You can make it like jumbled words but you have to add verbal and nominal words or to arrange paragraph.)

(Int-8/20 May 2015)

4. Using handout as a guideline.

This action was successful to facilitate the students to be able to understand the language input. The handout contains materials of narrative texts and worksheet to support the implementation of PWIM technique. However, the students were still lacked of time to do the tasks in the worksheet. This following interview transcript supports the finding.

- R : *Dengan adanya worksheet PWIM kamu merasa terbantu ngga?*
(Do you think that worksheet is helpful?)
- S : *Iya, soalnya ngasih latihan-latihan buat menulis, gambarnya juga lumayan bagus.*
(Yes it is, because it provides writing practices. The pictures are also interesting.)
- R : *Bisa ngerjain task yang ada di worksheet? Kamu kerjain ngga semua tasknya?*
(Can you do the tasks in the worksheet? Can you do all of the tasks?)
- S : *Ada yang bisa ada yang engga mba. Tapi mudengin jadi tau gimana nulis cerita narrative terus lebih nyenengin juga ada gambarnya dan kata-kata kunci. Tapi tugasnya kebanyakan miss.*
(I cannot do some tasks, but now I understand how to write narrative text. Moreover the handout is interesting and more fun, because it provides pictures with keywords. In my opinion, the tasks are too much.)

(Int-5/19 May 2015)

d. Summary of Cycle 1

In reference to the data analysis of Cycle 1, the following presents the successful and the unsuccessful points of the action.

1) The successful actions

- a) In terms of content, the students started to get the idea about what to write.
- b) In terms of organization, the students started to be able to organize the ideas based on the generic structure of the text although it was still in the simplest way.
- c) In terms of language use, the students became aware that in writing narrative text they had to use past tense.
- d) In terms of vocabulary mastery, the students used some new words that they found during the learning process.
- e) In terms of mechanics, the students began to pay attention to the spelling, even some misspelled words still could be found on their writing.

2) The unsuccessful actions

- a) In terms of content, the students' writing still lacked of details and supporting information. Some students also could not complete the story.
- b) In terms of organization, some students were still not able to organize sentences into a good text. Some of their sentences were difficult to be understood. Therefore the paragraph was not organized well.

- c) In terms of language use, although the students knew the use of past tense in writing narrative text, they often forgot to change the verb into the past form. The students sometimes did not put subject or verb in constructing a sentence.
- d) In terms of vocabulary, the students often got stuck in labeling step in PWIM technique because they lacked of words.
- e) Some students ignored the mechanics in writing such as punctuation, capitalization, and paragraphing. Some misspelling words also still could be found in their writing.

2. Report of Cycle 2

Reflecting on the discussion between the researcher, the teacher, and the collaborator, it was decided that the implementation of Cycle 2 would focus on solving the problems that were found in the previous cycle. Cycle 2 was held in two meetings on Tuesday, 26 May 2015 and Wednesday, 27 May 2015. The following sections are the steps on Cycle 2. The plans of the Cycle 2 are presented in the following discussions.

a. Planning

In Cycle 2, the researcher planned to have two meetings. The researcher, the collaborator and the teacher had some discussions to make better plans for the actions in Cycle 2. The plans of Cycle 2 are presented in the following discussions.

1) Third meeting

In the third meeting, the plans focused on implementing the use of PWIM to empower controls on the students' attitudes and behavior to make the class run more effectively. The researcher also reviewed the previous materials by asking several questions related to it. Moreover, PWIM was implemented in the three stages of genre based approach. The followings are the discussions of each stage.

1. BKOF (Building knowledge of the Field)

There were some plans to implement PWIM made by the researcher and the collaborators in BKOF stage. They are:

a) Selecting Pictures

The researcher gave a lead in activity by showing some pictures and she planned to ask the students some questions and opinions about the pictures. In Cycle 2, she selected pictures of fairy tale and legend. The pictures represent the characters and the actions of the story.

b) Identifying and Labeling the Items

The researcher and collaborators designed activity to encourage the students to write down many words of the pictures. The researcher also planned to give a model of narrative text in order to give the students more language input.

c) Reading and Reviewing the Picture Word Chart

After the pictures were labeled, the pictures functioned as the pictures word chart. The researcher designed activity in which she and the

students reviewed the picture word chart by reading and checking the spelling of the words.

2. MOT (Modeling of the Text)

The plans focused on giving the students more explanation about the language features of narrative texts in order to give the students more details about this text. It was done by implementing the activities in PWIM. They are:

a) Classifying Words.

In Cycle 2, the students were not only required to identify whether it was noun, verb, adjective, or adverb, but also to apply it into their writing. The researcher planned to give an exercise in which the students apply their knowledge about word classes. The exercise required the students to describe some characters in fairy tales.

b) Giving Exercises about the Use of Past-tense form

The researcher and collaborators planned to give some exercises about the use of past tense in a narrative text so that they were able to apply the knowledge that they got. They were asked to change the verb in present into past tense form.

3. JCOT (Joint Construction of the Text)

a) Generating Sentences and Paragraphs

The researcher planned to give tasks for the students to re-arrange jumble sentences. Those sentences should be arranged in a good form of narrative text. To fulfill the time allocation, she prepared short jumble sentences of a narrative text.

b) Reading and Reviewing Sentences and Paragraphs

The students were given time to check and correct their own writing before they submitted it to the researcher.

2) Fourth meeting

In the fourth meeting, the plans focused on how students wrote sentences into a good narrative text through the use of PWIM in ICOT stage (Independent Construction of the Text). The researcher also would pay attention to the time allocation. Moreover, she followed the steps of writing process as explained in the following discussion.

a) Planning

- Selecting Pictures

The researcher selected and prepared picture word charts entitled “*Malin Kundang*”.

- Identifying and Labeling Items

The students were asked to identify and label items of the pictures in their worksheet.

b) Drafting

- Adding Words

The researcher planned to encourage the students to add words in their picture word chart. They were allowed to use English dictionary for translating words.

- **Generating Sentences and Paragraphs**

The students were asked to construct sentences individually. The researcher added cue words to help them generating sentences. She also provided the generic structure chart to help them in organizing the paragraph.

c) **Editing**

- **Reading and Reviewing Sentences and Paragraphs**

The students were asked to edit and revise their writing before they submitted it. Moreover, the researcher planned to give some feedbacks and corrections in their writing.

d) **Final version**

- **Asking the Students to Submit Their Writing Tasks**

The students were asked to submit their writing.

b. Action and Observation

1) Meeting 3

The third meeting was implemented on Tuesday, 26 May 2015. The researcher and collaborators entered the class. The teacher sat at the back of the class to observe the teaching and learning process. The researcher greeted the students, led a prayer, and checked the students' attendance. All of the students were presents.

At the beginning of the lesson, the researcher gave the result of the students' writing in the previous meeting. She also reviewed what mistakes and

errors that the students often did. Then, she explained how to revise their mistakes into the correct sentences.

The activities were continued into BKOF stage (Building Knowledge of Field). The researcher implemented three step of PWIM technique in this stage. They are selecting pictures, identifying and labeling the pictures, and reading and reviewing picture word chart.

The activity was begun by identifying pictures of some characters in fairy tale. They are a prince, a princess, a fairy good mother, and a monster. The students were asked to label the pictures by using the given cue words. They seemed clueless related to the cue words. They asked the meaning of the cue words to the researcher. She told them to use their dictionary and write down its meaning in their handout. They followed the researcher's instruction.

Afterwards, the researcher gave the model of narrative texts entitled "Snow White". She also provided pictures of "Snow White". The students actively labeled the items of the pictures. The pictures functioned as the picture word chart after the students labeled them. Then, the researcher and collaborators monitored the students when they read the text. They read the text carefully. They seemed that they got more vocabulary input. They were able to answer the researcher's questions about the social function of the text and its generic structure. However, some of them found it difficult to understand the meaning of each sentence.

The researcher continued to the stage of Modeling of the Text (MOT). After the students comprehended the vocabulary lists, the researcher explained the

use and the sentence patterns of the simple past tense. The students looked curious about the use of simple past-tense. Some of them asked questions related to the use of simple past-tense. Then, they were guided to find noun, verb, adjectives, and also adverb in the passage. This activity was more focused on searching verbs and re-writing them again. It aimed to increase the students' vocabulary mastery in the past forms. However, they still found difficulties about the meaning of the words. As the solution, the researcher gave them an advice to open their dictionary or to look again at the picture word chart. The following field note describes the students' participation during doing the task

Moving into the next activities, the students were asked to read narrative text entitled Snow white. The picture word charts were provided to activate their background knowledge and to help them thinking inductively to predict the meaning of words. Even there was a series of pictures, the researcher still reinforced students to open dictionary to check the meaning and the word class. Here was the conversation between male students and the researcher.

- S : *"Wah angel tenan iki Miss teks'e. Ora ngerti artine aku"* (The text is too difficult. I do not know the meaning)
- R : *"Coba kalo ngga tau artinya buka kamus dan di kamus ada penjelasan apakah itu noun, verb, adjective atau adverb."* (Please try to look at your dictionary, and find the explanation whether it is noun, verb, adjective or adverb)
- S : *"ini wicked dikamus artinya jahat terus ada tulisan ks, berarti itu adjective ya miss?"* (the word "wicked" means "jahat", and there is ks sign beside it. So it means that the word is an adjective, isn't it?)
- R : *"yes absolutely it is correct. Kenapa adjective? Karena menerangkan sifat jahat dari ibu tiri snow white"* ("Why is it adjective? Because it explains the behavior of Snow White's step mother which is cruel.")
- S : *"Oh iya miss, mudeng."* ("Okay Miss, I get it.")

The students understood the meaning of words by reading the text, looking at the picture word chart, and checking in the dictionary. They could also identify noun, verb, adjective and adverb by giving different sign into each word class on the text.

(FN-07/26 May 2015)

The researcher also focused on giving some exercises related to grammar because in Cycle 1 the students' ability in terms of grammar was not really improved. They were asked to describe characters in some sentences. They did the exercises although they found some obstacles. The following field note shows that condition.

Based on Ss' writing product in Cycle 1, R also found that Ss' writing was still lack of detailed although the students had idea what to write. Because of this reason, R gave a task to describe the characters in the story. A list of vocabulary was also given to Ss. They asked questions related to the key words as in the following conversation.

S : *Miss, ini artinya apa ya? rosy cheeks?*

(Miss what does rosy cheeks mean?)

R : *Rosy itu berwarna merah, cheeks pipi, jadi pipinya kemerah-merahan. Kalo bahasa inggris untuk mengartikan frasa kebalikan dari bahasa Indonesia, mudeng ngga?*

(Rosy check means pipi yang kemerah-merahan. In English, how to translate phrase is in reverse with how to arrange phrase in Bahasa Indonesia.)

Then students started to observe each picture. Some of them asked R to confirm whether their writing was correct or not.

S : *Miss ini gambar ibu perinya matanya bulet berarti she has rounds eyes?*

(Miss, the pictures of the god mother has round eyes so I have to write "She has round eyes" isn't it?)

R : *Round eyes bener tapi ingat itu lampau jadi has diganti had.*

(The use of "round eyes" is correct, but you have to remember that the text is written in the past tense so you have to change the words "has" into "had".)

R walked around the classroom to see other Ss' works. Ss seemed more enthusiastic. They described the characters well. The sentences that they created were more varied.

(FN-07/26 May 2015)

Moving into JCOT stage (Joint Construction of the Text), the students were given an exercise to arrange jumble sentences into coherent paragraphs. They were also asked to change the verbs into past tense form. Most of students did the task well because they understood about the sequence of the story. The following filed note describes the process.

The students did their task by discussing it in a group. When they had some difficulties related to word meanings, the researcher asked them to open English dictionary or looking at the picture word chart

15 minutes before the end of the class, the students and the researcher discussed the task together. One student wrote his works in the white board. He could arrange the paragraph well. However, he had common mistake. He did not change some verbs into past tense. He also tended to give -ed to all of the verbs. He ignored the rules of irregular verbs in past tense. Some students also did this kind of mistakes.

(FN-07/26 May 2015)

The time was over and the researcher asked the students to submit their works. Then, they were given homework to list the new vocabulary that they got during this meeting. After giving short explanation, she asked whether they had any questions. Because there was no a question, she closed the class and said goodbye.

2) Meeting 4

The fourth meeting was conducted on Wednesday, 27 May 2015. The class started at 09.20 a.m. The researcher came to the class and she led a prayer. She greeted the students and checked their attendance. All of the students were present. The teacher entered the class and he observed the teaching and learning process at the back row of the classroom. The collaborator helped the researcher to take photograph and to observe the students during the process.

After that, the researcher informed to the students what activities that they would do on that day. The students were asked to write narrative text entitled “*Malin Kundang*” individually by implementing PWIM technique. They showed their enthusiasm by asking researcher to provide more interesting series of pictures. They also asked to sequence the picture on the whiteboard and to label the pictures by themselves.

The first activity of PWIM technique, the researcher displayed pictures of “*Malin Kundang*” in the white board. The pictures also were provided in the students’ worksheet. There were questions related to the pictures to activate their background knowledge.

The students did labeling pictures activity by writing the words in their worksheet. Some of them actively came in front of the class to label words on the whiteboard. When they were interviewed by researcher whether labeling pictures was hard or not, they answered that it was easy. According the students, some words that they wrote on the picture word chart was similar to the previous

meetings. The following interview transcript describes how the students felt easy in labeling words.

-
- R : *“Tia, gimana pendapatnya setelah 2 minggu belajar menulis narrative bareng miss anin?”* (“Tia, what is your opinion in two weeks learning how to write narrative with miss Anin”.)
- S : *“Menarik miss. Pas maju ke depan labeling pictures pake kata-kata yang kita tau terus bisa ngebantu buat nulis.”* (“It is interesting. It is very helpful to learn writing when we came forward to label pictures using the words that we know.”)
- R : *“Berarti ngga kesulitan di labeling picture.”* (“So it means that you do not have any difficulty in labeling picture”)
- S : *“Buat aku lumayan gampang karena kata-katanya sering diulang-ulang pas di step read and review. Terus juga ada mengeja bareng-bareng, terus juga disuruh diapalin kata-katanya sama miss anin.”* (For me, it is quite easy because the words are repeated over and over in reading and reviewing step. Moreover, there was spelling together activities and we are also ordered to memorize the words by miss Anin.”)

(Int-11/ 27 May 2015)

The students sometimes used dictionary to write the vocabulary that they did not know in English. The researcher walked around the class to check students' progress and to give guidance. She found some students wrote misspelling words. Then she reminded students to check the spelling in dictionary. Students who got correction from the researcher directly corrected their writing.

There were some students who still needed guidance to complete words on the picture word chart. The researcher gave some key words to overcome this problem. Then, those students wrote the key words on the correct items of the pictures. They also search those meaning words in the dictionary.

Afterwards, the students classified words based on the word class category. In this meeting, they were more able to categorize words individually. They also reviewed the words that they had written by pronouncing the words in the same word class, for example, *huge, beautiful, handsome, kind, and arrogant*.

The students continued on composing the story. They started to write sentences in orientation part. The researcher walked around the class to check the students' work and to keep them being engaged in composing the story. She identified that they were able to describe the characters in "*Malin Kundang*" story. She looked at the sentences that the students wrote. Their writing seemed more logical than before. They became aware that there should be at least one subject and one verb in a sentence. The researcher intentionally taught them how to write narrative text using simple past-tense and how to write it in well sequenced. However, the students were confused to write story in a good order. The following field note describes the situation in drafting stage.

After the students got the explanation, they started to write sentences. They understood that in there should be at least any one subject and one verb in a sentence. They also put the sentences into the correct part of the paragraph. They knew how to introduce character in orientation paragraph.

When the students started to write sentences in complication part, they found difficulties. They had obstacles in writing the vocabulary and in arranging the sentences as shown in the following conversation.

S : *Miss ini malinkundang dikutuk itu bahasa inggrisnya apa?*
(Miss, how to translate "*Malinkundang dikutuk*"?)

R : was cursed.

S : *Terus miss, malinkundang itu sebelum dikutuk dia udah nikah kan ya sesuai digambar?*

(Before Malinkundang was cursed, he has already married according to the picture, hasn't he?)

R : *Iya kamu ceritakan berdasarkan gambar. Itu gambarnya sudah urut, kamu tinggal menyusun kalimat aja.*

(You have to tell a story based on the pictures. The pictures are already well arranged. You just have to arrange the sentences.)

(FN-08/27 May 2015)

After the students finished in writing the story, the researcher asked them to check their writing, especially about grammar, spelling, and punctuation. She helped them in editing stage by giving feedback. The common mistake that they made was about the tense. They forgot to change verb into past tense. Sometimes they still disobeyed subject-verb agreement. Then, she asked to three students to write their work in the white board. She gave some examples how to edit and revise their writing. After the students knew their mistakes and errors in their writing, they could revise it by themselves. The following is the field note showing that condition.

Ss needed 35 minutes to write the sentences. Because of limited time in revising part, R just asked 3 Ss to write their sentence in each picture in front of the class. R discussed the sentences together with Ss. R and Ss observed the sentence in picture number three. Here the discussion section between researcher and students.

R : *Jadi apa yang belum tepat dengan kalimat ini?*

(So, what is wrong with the sentence?)

Ss : *Belum ada subjectnya miss.*

(There is no subject miss.)

R : *Right. Jadi apa yang harusnya kita tambahin disini?*

(So what should we add here?)

Ss : *Bisa pake "he" atau langsung pake namanya Malinkundang*

(We can use he or use the name Malinkundang instead.)

R : *That's correct. Jadi jangan lupa kasih subject di setiap kalimat.*

(That's correct so do not forget to put subject in every sentence.)

R reminded Ss to put subject in the sentence. She also reminded them to change the verbs into past-tense forms. After she finished in giving examples how to edit the sentences, R asked Ss to revise their sentences. R looked around the class again, and R found that Ss were able in organizing their sentences into correct generic structure.

(FN-08/27 May 2015)

The time was up. The students were asked to submit their work. The researcher informed them that she would conduct post-test in the next meeting. The students were asked to learn what they had studied. She closed the class and said goodbye.

c. Reflection

After implementing the actions in Cycle 2, the researcher and the collaborators reflected of the actions through some discussions and interviews. The results of the reflections showed that at the end of the Cycle 2, the students' ability in writing narrative text was improved and they were more eager to write a piece of writing. The teaching and learning situation was better rather than in Cycle 1. The details of the reflections are described as follows.

1) Giving input of narrative text entitled "*Snow White*"

This first action was done successfully. The text discussion ran effectively. In this cycle, the students had enough time to comprehend the text, especially about the content, the vocabulary, and the generic structure of the text.

2) Explaining and giving instruction of PWIM technique in the process of writing

In Cycle 2, the researcher gave the explanation about how to implement PWIM technique since most of the students did not understand well about the concept. The instruction and the task were more simple and clear rather than in Cycle 1. Hence, the students could follow the researcher's instruction and they were able to complete the tasks.

After the students understood how they should implement PWIM technique, their ability in writing narrative text, especially in terms of organization and vocabulary mastery, was improved. They were able to write a better story compared to the previous cycle. The following interview transcript describes that condition.

-
- R : *Cara miss menyapaikan materi di Cycle 2 gimana? Udah mudengin?*
(How did I deliver the material in Cycle 2? Do you understand it?)
- S : *Mudeng, perintahnya sudah cukup jelas.*
(Yes I do, the instruction is clear already.)
- R : *Pake gambar terus ada kata-kata untuk menyusun kalimat, kamu terbantu ngga?*
(Is the use of pictures to arrange words and sentences helpful?)
- S : *Aku jadi tau bikin kalimat harus ada subject verbnya terus juga ngebantu kalo bingung mau nulis apa.*
(Now I know that I have to put subject and verb when I want to write sentences. It also helps me when I do not know what to write.)

(Int-10/ 27 May 2015)

3) Implementing each step of PWIM technique

In Cycle 1, the researcher selected "*Timun Mas*" pictures for the students. The students were interested but they still had difficulties especially in describing the characters of the story. Therefore, the researcher selected pictures more carefully in Cycle 2.

In Cycle 2, the students were provided with specific pictures about the characters that often appear in the story such as fairy-godmother, a prince, and princess. According to the most students, the pictures helped them in composing the story. Furthermore, they were interested in the provided pictures. The following interview transcript shows the student's opinion.

-
- R : *Setelah menggunakan strategi PWIM, apa kamu bisa mengikuti kegiatan menulis dengan baik?*
(After using PWIM strategy, can you follow writing activities well?)
- S : *Iya bisa.*
(Yes, I can.)
- R : *Kamu merasa terbantu dengan adanya gambar dan urutan stepnya?*
(Is it helpful by using pictures and the steps?)
- S : *Iya miss, karena step by step nulisnya jadi enak, terus ada gambarnya juga jadi bisa ngemudahin ide muncul miss.*
(Yes, it is helpful miss. The steps make the writing process easier. The pictures also help me to generate ideas)
- R : *Kata-kata yang harus kamu diidentifikasi melalui gambar menurutmu susah atau mudah?*
(Can you identify the words that represent the pictures easily?)
- S : *Bisa miss. Kata-katanya udah sering muncul juga pas dipertemuan sebelumnya. Kalo kata-kata yang baru, paling aku tanya miss kalo ngga liat di kamus.*
(Yes, I can. The words often appeared in the previous meeting. I found out the new words by asking you or looking at the dictionary.)

(Int-9/ 26 May 2015)

Afterwards, the students did identifying and labeling the pictures activity. Some students could do the activity easily. The vocabulary lists that were given by the researcher could improve their vocabulary mastery. Furthermore, they started to be familiar with the English vocabulary. Their word choices were

improved. The student's feeling in Cycle 2 is described in the following interview transcript.

-
- R : *Tia, gimana pendapatnya setelah 2 minggu belajar menulis narrative bareng miss anin?*
 (Tia, what is your opinion in two weeks learning how to write narrative with miss Anin.)
- S : *Menarik miss. Pas maju ke depan labeling pictures pake kata-kata yang kita tau terus bisa ngebantu buat nulis.*
 (It is interesting. It is very helpful to learn writing when we came forward to label pictures using the words that we know.)
- R : *Berarti ngga kesulitan di labeling picture.*
 (It means that you do not have any difficulty in labeling picture.)
- S : *Buat aku lumayan gampang karena kata-katanya sering diulang-ulang pas di step read and review. Terus juga ada mengeja bareng-bareng, terus juga disuruh diapalin kata-katanya sama miss anin.*
 (For me, it is quite easy because the words are repeated over and over in reading and reviewing step. Moreover, there was spelling together activities and we are also ordered to memorize the words by miss Anin.)

(Int-11/ 27 May 2015)

Moving into the next activity, the students seemed more serious when they read and reviewed the picture word chart. They memorized words in the picture word chart. They also paid more attention in spelling. The students also participated more actively in this process rather than in Cycle 1.

The fourth activity was classifying words. Since in Cycle 1 the students were confused to classify words directly, in Cycle 2 the researcher gave them a task that leaded them on how to classify words. She gave them a task to describe the appearances of the characters in the pictures. After they did this task, they knew that the examples of noun were the characters and the things in the story. In

addition, they understood that they needed adjective words to describe the figure in the story such as kind, beautiful, diligent, etc.

Furthermore, the students could analyze nouns and pronouns in the sentences. They learned about singular and plural nouns. They also understood how to determine the verbs and adverbs in the text. They did the task about grammar well. They could complete sentence using verb. They did not often forget to change the verbs into past tense compared to the previous cycle. Overall the students understood how to classify words since they knew the function of the words in the sentences. The following interview transcript with the teacher supports this reflection.

R : *Menurut Bapak, apakah murid menjadi lebih antusias dalam mengikuti pelajaran bahasa inggris?*

(Do you think that the students became more enthusiastic in learning English?)

ET : *Iya, dari segi motivasi terlihat ada peningkatan, misalnya ketika di step yang classifying words itu, nah siswa jadi mau membuka kamus untuk tau arti dan word classnya apa. Padahal sebelumnya susah mbak buat nyuruh anak menggunakan kamus. Padahal penting itu.*

(Yes, of course. There is an improvement from the motivation. For example, in the classifying words step, now students became more active to find the meaning and word class through the dictionary use. It is difficult to ask them to use dictionary previously.)

(Int-12/ 27 May 2015)

The next activity was generating sentences and paragraph. The students were asked to write a story entitled “*Malin Kundang*” by implementing PWIM technique. The activity also involved the writing processes itself, starting from

planning, drafting, editing, and writing the final version. The students seemed engaged during this activity. They brainstormed their ideas using the picture word charts. They wrote sentences using the words that they wrote before on the picture word charts. They could generate paragraphs coherently. When they composed the story, they considered the generic structure of narrative text. In conclusion their paragraphs were able to perceive compared to the pre-test and Cycle 1. The samples of the student's writing in Cycle 2 and post-test are presented in the following figures.

Name : Atindya Andareswari
Student Number: 01
Class : VIII D

Malin Kundang

Orientation
 Once upon a time, Malin Kundang sailed with ^{the sea} him. Malin Kundang's mother ^{was} lonely so long time. ^{she} waited Malin Kundang ^{going} home. Many years later, ^{he} became wealthy, ^{he} had a huge ship. ^{he} had a beautiful wife. Malin Kundang want to sail and he said goodbye to his Mother. complication

Complication
 Malin Kundang's mother ^{was} feel lonely so long time. ^{His} Mother waited ^{him} Malin Kundang ^{was} became wealthy, He had a huge ship, and ^{he} had a beautiful wife. He was very wealthy.

Resolution
 Malin Kundang's ship ^{landed} landed on his village. Malin Kundang ^{denied} deny to meet his mother. Malin Kundang's mother ^{was} sad after Malin Kundang ^{denied} deny to meet ^{her} his mother. She ^{was} cursed him to ^{rock} rock suddenly, to ^{past} past thunder stormed came, ^{turned} turned into rock. thunderstorm

Figure 9. The Example of Student's Writing on Cycle 2

Name	: Anindya Andaraswari
Student Number	: 01 (satu)
Class	: VIII D / 80

History Of Prambanan Temple

Once upon a time, Bandung Bondowoso ^{was} is a handsome young man. He ^{was} ~~was~~ had supernatural power. Bandung Bondowoso killed ^a Roro Jonggrang's father. Bandung Bondowoso ^{he} ~~fall~~ ^{wanted} in love with Roro Jonggrang, and ^{he} ~~wanted~~ ^{married} her. ~~he~~ ^{she} fell in love with him.

Next day, Roro Jonggrang gave some requirements to Bandung Bondowoso. Bandung Bondowoso ^{built} ~~build~~ one thousand temples. Bandung Bondowoso ^{had to} ~~finish~~ ^{to} before sunrise. And Roro Jonggrang ^{became} ~~got~~ panic. Because ^{only} ~~five~~ ^{there were} more temples to build, Roro Jonggrang asked all the women to pound rice. And asked the men to burn a lot of wood ^{at the east kingdom}. ^{she}

^{think} ~~think~~, Bandung Bondowoso ^{he} ~~the morning~~ ^{he} come to ^{get} ~~frustrated~~. Because more temples to build ^{he} ~~failed~~ ^{to} complete temples. ^{That is} ~~that is~~ Bandung Bondowoso cursed Roro Jonggrang. ^{he} ~~turn~~ ^{turned} her into statue. ^{Finished} ~~finished~~, ^{she} became a Prambanan Temple.

→ where is subject? Verb?

Orientation
 Complication
 Resolution

Figure 10. The Example of Student's Writing on Post-test

Based on the samples, there were some improvements that could be seen. The students developed the ideas which are relevant with the topic. The ideas were clearly stated, and well organized. They could write some good sentences although they still made some errors and mistakes in terms of grammar and mechanics. In figure 9, the score in the aspect of content was 21, organization aspect was 13, vocabulary aspect was 16, language use was 14, mechanic aspect was 4. Meanwhile, in figure 10, the students got scores 23 for content aspect, 15 for organization aspect, 17 for language use, 17 for vocabulary aspect, and 3 for mechanic aspect. Furthermore, the students' score writing on Cycle 2 can be seen as follows.

Table 7. The Students' Scores of Five Writing Aspects in Cycle 2

Rater	Writing Aspect				
	Content	Organization	Vocabulary	Language Use	Mechanic
Researcher	19.16	13.53	14.34	13.66	3.22
Teacher	18.75	13.91	14.66	14.47	3.28
Mean of the raters	18.95	13.72	14.5	14.06	3.25

At the end of the research, a post test was conducted in order to measure the students' writing ability after the implementation of the actions. In addition, the result of the post test is presented as follows.

Table 8. The Students' Scores of Five Writing Aspects in Post Test

Rater	Writing Aspect				
	Content	Organization	Vocabulary	Language Use	Mechanic
Researcher	20.03	14.16	15.09	14.25	3.31
Teacher	19.88	14.38	14.88	15.06	3.38
Mean of the raters	19.95	14.27	14.98	14.66	3.34

Based on the table above, there was improvement of the students' score in all aspects of writing. It could be concluded that the research regarding the implementation of PWIM brought some improvements in the students' ability in writing narrative texts. The following table is the summary of the result from Cycle 1 and Cycle 2.

Table 9. The Progress of Students' Writing Ability from Cycle 1 to Cycle 2

No	Aspect of Writing	Cycle 1	Cycle 2
1.	Content	The students started to generate the idea about what to write, but they had difficulty in elaborating their idea by adding some supporting details.	The students could develop their ideas to write a story and they started to add supporting details in their writing.
2.	Organization	The students started to compose their ideas in a good organization based on the generic structure of the text although some of their sentences were difficult to be understood.	The students could construct a story in a good chronological order and their sentences were well written and well read.
3.	Vocabulary	There was improvement in students' vocabulary	The students' vocabulary became

		mastery. The students sometimes got stuck to write because they did not know the words in English. The students also had difficulty in choosing the proper vocabulary.	more varied. They were more eager to memorize the vocabularies that they got in step of PWIM.
4.	Language Use	The students often made mistakes in using grammar in their writing. They often forgot to change verb into past form. They also sometimes did not put subject or verb to construct a sentence.	The students became understood about the concept of grammar especially simple past tense. They applied to use the past tense in writing a narrative text. Their concept of grammar about pronouns and subject-verb agreement also were improved.
5.	Mechanics	Some students ignored the mechanics in writing such as punctuation, capitalization, and paragraphing. Some misspelling words also still could be found in their writing.	Students began to pay attention about punctuation, capitalization, and paragraphing. The misspelling words in their writing were also decrease.

C. General Findings

This part contains general findings which is gained in Cycle 1 and Cycle 2 during the research. The findings of this research consist of qualitative and quantitative data. The qualitative data were obtained from describing the progression of the implementation PWIM technique. Meanwhile the quantitative data were obtained from the students' writing score which were gained from

pretest, Cycle 1, Cycle 2, and post-test. The progress of the students' writing ability before and after the actions is presented in the following table.

Table 10. The Students' progress in the Aspect of Writing

Aspects of Writing	Pre Action	Cycle I	Cycle II
Content	<ul style="list-style-type: none"> - Most of students were confused in what they had to write. - Their writing had less supporting idea. - Most of students needed a lot of time to develop their idea. 	<ul style="list-style-type: none"> - The students started to generate the idea about what to write, but they had difficulty in elaborating their idea by adding some supporting details. 	<ul style="list-style-type: none"> - The students could develop their ideas to write a story and they started to add supporting details in their writing.
Organization	<ul style="list-style-type: none"> - The students had difficulties in arranging words into a correct sentence. - The students had difficulties in arranging the paragraphs. 	<ul style="list-style-type: none"> - The students started to compose their ideas in a good organization based on the generic structure of the text although some of their sentences were difficult to be understood. 	<ul style="list-style-type: none"> - The students could construct a story in a good chronological order and their sentences were well written and well read.
Language use	<ul style="list-style-type: none"> - Students made many errors and mistakes in agreement, tense, word order, articles, pronouns, and preposition. 	<ul style="list-style-type: none"> - The students often made mistakes in using grammar in their writing. - They often forgot to change verb into past form. 	<ul style="list-style-type: none"> - The students became understood about the concept of grammar especially simple past tense.

		<ul style="list-style-type: none"> - They sometimes did not put subject or verb to construct a sentence. 	<ul style="list-style-type: none"> - They applied to use the past tense in writing a narrative text. - Their concept of grammar about pronouns and subject-verb agreement also were improved.
Vocabulary	<ul style="list-style-type: none"> - The students often asked teacher to translate words. - Most of the students made many errors and mistakes in choosing appropriate vocabularies. 	<ul style="list-style-type: none"> - There was a little improvement in students' vocabulary mastery. - The students sometimes got stuck to write because they did not know the words in English. - The students still had difficulty in choosing the proper vocabulary. 	<ul style="list-style-type: none"> - The students' vocabulary became more varied. - They were more eager to memorize the vocabularies that they got in step of PWIM.
Mechanics	<ul style="list-style-type: none"> - Most of the students made many errors and mistakes in spelling, punctuation, and capitalization. 	<ul style="list-style-type: none"> - Some students ignored the mechanics in writing such as punctuation, capitalization, and paragraphing. - Some misspelling words also still could be found in their writing. 	<ul style="list-style-type: none"> - Students began to pay attention about punctuation, capitalization, and paragraphing. - The misspelling words in their writing were also decrease.

Table 10 shows that the use of PWIM technique could improve the students' writing ability. From the table, it can be seen that the problems that were found in the English teaching and learning process of writing in pre-cycle related to the students' difficulties in generating, developing ideas, and organizing paragraphs. They also had difficulties in using the grammar rules and choosing appropriate words for certain context. The students also ignored the mechanics aspects. Based on those situations, the researcher and the collaborator implemented the actions which consist of Cycle 1 and Cycle 2.

After implementing the actions, the table indicates that there were some improvements concerning the content in Cycle 1. The students could generate ideas although they had difficulties in elaborating their ideas. Although they made a lot of mistakes in using grammar in their writing, they became aware that in writing narrative text, they should write in the past tense form. The words that they learnt in the steps of PWIM in Cycle 1 helped them to improve their vocabulary mastery although they still had difficulties in the word choices. There were also improvements in mechanic aspect, but some misspelling words also still could be found in their writing.

In Cycle 2, there were some improvements in all aspects. The students could develop their ideas to write a story and they started to add supporting details. They could construct a story in a good chronological order therefore the communicative purpose of the text was attained. They followed the grammar rules especially simple past tense. Their vocabulary mastery was also improved because they were reinforced to memorize the words through pictures. Their writings

became well written because the students began to pay attention related to spelling, punctuation, capitalization, and paragraphing.

The quantitative data also supported the findings. The students' writing works were assessed by using inter rater reliability. The scoring process was done by researcher and her collaborator based on the scoring rubric of Jacobs et al. The following tables present the mean scores of each aspect gained from the pretest, Cycle 1, Cycle 2, and post test.

Table 11. The students' Mean Scores in the Aspect of Content

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	16.69	17.94	19.16	20.03
Collaborator	16.88	18.22	18.75	19.88
Mean scores of the rater	16.78	18.08	18.95	19.95

Table 11 shows that the students' writing ability in the aspect of content was improved. The mean scores increased from pre test until post test. Furthermore, the gained score from pre test and post test was 3.17. It was a good progression.

Table 12. The students' Mean Scores in the Aspect of Organization

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	11.06	12.88	13.53	14.16
Collaborator	10.88	13.34	13.91	14.38
Mean scores of the rater	10.97	13.11	13.72	14.27

Table 12 indicates that the students' writing ability in the aspect of organization was also improved. The mean scores of the students' writing ability in the aspect of organization increased from pre-test until post-test. Overall, the gained score obtained was 3.30.

Table 13. The students' Mean Scores in the Aspect of Vocabulary Mastery

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	10.50	12.88	14.34	15.09
Collaborator	10.22	13.38	14.66	14.88
Mean scores of the rater	10.36	13.13	14.50	14.98

Table 13 shows that the students' vocabulary mastery also increased. The students got better scores in the aspect of vocabulary in their writing. The gained mean score obtained was 4.62. It was a quite significant improvement.

Table 14. The students' Mean Scores in the Aspect of Language Use

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	9.69	11.97	13.66	14.25
Collaborator	9.38	12.63	14.47	15.06
Mean scores of the rater	9.53	12.30	14.06	14.66

Based on Table 14, the students' writing ability in the aspect of language use increased. There was significant improvement in Cycle 2. The scores increased from 12.30 up to 14.06. Overall the gained score that they obtained was 5.13. It was a quite significant improvement.

Table 15. The students' Mean Scores in the Aspect of Mechanics

Rater	Pre test	Cycle I	Cycle II	Post test
Researcher	2.84	2.97	3.22	3.31
Collaborator	2.69	3.19	3.28	3.38
Mean scores of the rater	2.77	3.08	3.25	3.34

Table 15 indicates that the students' writing ability in the aspect of mechanics was also improved. The students paid attention more to the spelling, capitalization, and punctuation in writing. The gained score that they made was

0.57. Overall, the scores above are presented in the following graph.

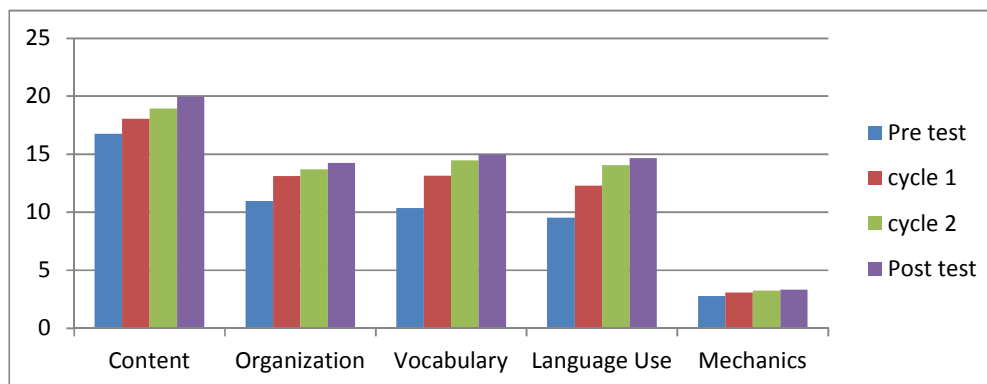


Figure 11. The Graph of Students' Writing Score in the Five Aspect

Figure 7 shows that in reference to the students writing scores, the gain scores in the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57. It means that there was improvement of the students' ability in writing narrative text after they implemented PWIM technique. In conclusion, this research is considered successful.

D. Discussion

The implementation of PWIM technique in this research brought some successful improvements in the students' ability in writing narrative texts and the teaching and learning process. Based on the findings of this research, the first improvement was related to the content. The first step of PWIM that was identifying items and ideas in the picture were carried out successfully. This step could stimulate the students to generate the ideas. The labeling words in the second step could help the students to brainstorm the important ideas that they had to write. These findings are in line with Calhoun (1999) who states that the

concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching young students to read and write.

The second improvement was in the aspect of organization. By doing the steps of PWIM, the students could organize the ideas into a good sequence regarding to the generic structure of narrative text and in a chronological order. By identifying picture, labeling words, and creating sentences, the students became able to generate paragraph in good sequence. The findings are suitable with the frameworks of PWIM as stated in Calhoun (1999) who defines PWIM that is designed to develop and support the students in sharing common meaning through words and composing sentences and paragraphs that conveys ideas for readers.

The third improvement was related to language use. The students understood the concept of simple past tense after doing exercises about grammar related to the text in the step PWIM that is classifying words. During the implementation of steps in PWIM, the students were asked to comment on what they saw in the words and sentences. Through this process the students learned about general rules on how language works. By having discussion and giving feedback with the students, both of the activities could improve the students' ability in terms of the language use. It shows that in implementing PWIM technique, the students still followed the process of writing such as planning, drafting, revising, and editing which could help them to write effectively as stated in Richard and Renandya (2002).

The fourth improvement was related to vocabulary aspect. Repetition and presentation of words on the picture word chart convert the words into sight words for most students. By looking at the pictures that had been identified into words and looking up at dictionary, the students could use more appropriate words in their writing. Therefore their vocabularies were more varied.

The next improvement was in the aspect of mechanics. In the labeling steps of PWIM, the students were asked to spell the word aloud so that the students' awareness about the spelling of the words was improved. The students also tried to minimize the misspelling by checking the words in dictionary. By giving written feedback to the students, the researcher made them paying attention to punctuation and capitalization.

The improvement of the students writing ability was also supported through quantitative data. The data were in the form of the students' scores of pre test, Cycle 1, Cycle 2, and post test. According to the comparison between the students' mean scores in pre test, Cycle 1, Cycle 2, and post test, there was improvement in every aspect of the students' writing ability. Therefore, the researcher concluded that the Picture Word Inductive Model (PWIM) technique could improve the students' ability in writing narrative texts of VIII D class at SMP N 3 Mlati.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and also some suggestions of the research. Each point is described as follows:

A. Conclusions

This research aimed at improving the students' writing ability of the eight grade students of SMP N 3 Mlati, Yogyakarta through PWIM (Picture Word Inductive Model). PWIM steps consist of selecting pictures, identifying pictures, labeling the picture parts, reading and classifying the picture word chart aloud, adding new words, generating sentences, composing paragraph, and reviewing the text that had been constructed. The subjects of the research were the students of VIII D class. The research began on May 2015 and ended on June 2015.

In this research, the PWIM was implemented in two cycles. In Cycle 1, the actions focused on introducing the PWIM technique to the students, building knowledge of narrative text, modeling the text, and implementing PWIM strategy to construct narrative text. In Cycle 2, the actions especially focused on the implementation of the steps of the PWIM technique to improve the students' writing ability.

After the implementation of PWIM, there were some improvements in the students' writing ability as well as the improvements in the teaching and learning process. The findings of the research in Cycle 1 and Cycle 2 are presented below.

1. The implementation of PWIM technique improved students' writing ability in the aspect of content. This step is done by identifying the

pictures. The students were encouraged to be active in giving their ideas.

They brainstormed their idea on how they were going to write the story.

2. The students' writing ability in the aspect of organization was also improved. By implementing PWIM technique related to the aspect of organization, they were more able to organize their idea into coherent paragraph by paying attention to the generic structure of narrative text. They understood how to write orientation in the narrative text. The words that had been identified in the picture word chart helped the students to introduce the characters in the part of orientation. The provided series of pictures also helped the students to write the complication and resolution part.
3. PWIM technique could facilitate the students to improve language use mastery. The students were asked to comment on what they see in the words or sentences so that they could learn about the general rules on how language works. The significant improvement of the students in this aspect could be shown in their understanding of simple past tense. It seemed that they were more aware to use past tense in writing a narrative text. In addition, their mastery of word class was also improved. The step is done by classifying words which helped the students to understand about the concept of word class. They were aware that adjectives are necessary for describing the characters in writing a story. Moreover, the students were able to use pronouns in their writing.

4. The implementation of PWIM technique could enrich the students' vocabulary mastery. The second step of PWIM, identifying and labeling items in the pictures facilitated the students to find many words. In this step, students also read words aloud in order to reinforce their memory of those words. Then, they practiced writing those words in the form of sentences.
5. The last step of implementing PWIM, reading and reviewing the text, improved the mechanic aspect. It showed that the students started to pay attention to the capitalization and spelling. They also opened dictionary to check the spelling.

In brief, the students' ability in writing narrative texts improved after implementing all steps of PWIM as displayed in the increase of the gain score by comparing the mean scores of the pre test and post test.

B. Implications

By regarding the conclusions, it could be implied that the implementation of PWIM was useful to improve the students' writing ability. It could help the students to generate the content of the story and enrich the students' vocabulary. The other aspects of writing ability such as organization, language use, and mechanics also improved. Besides, PWIM improved the students' participation and enthusiasm towards writing practices. Therefore, it is suggested that the English teacher use the PWIM in their teaching and learning process of writing.

C. Suggestions

In connection with the conclusions and implications above, some suggestions are directed to the English teacher, the students and other researchers.

1. To the English Teachers

The English teacher should be more creative in choosing the writing activities. The teachers should know what students need in order to improve students' weakness in writing ability. It is suggested that if they want to use PWIM technique, they should consider the situation of the class so that they can manage the class well. They also should consider on learning materials and pictures as the media in order to increase the students' enthusiasm toward writing.

2. To the Students

The students should manage themselves to always have positive attitude toward English lesson. It is important for the students to always practice writing so that they could improve their writing ability. In addition, they should always actively participate in the process of teaching and learning and do the task given by their teacher. They also should manage themselves to work in pairs, in groups, or individually.

3. To other Researchers

Other researcher could use this study as a reference for conducting further research of the relevant topics. Because this research only deals with the use of PWIM to improve the students' ability in writing narrative text, it is

suggested that the other researchers may explore this technique using different type of research such as experimental or correlation ones.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTES

No : FN01
 Date : 28 April 2015
 Time : 07.45 a.m.
 Place : Teacher office and headmaster room
 Activity : Asking permission to conduct research
 Respondent : R : Researcher
 ET : English Teacher
 HM : Headmaster

R arrived at the school at 07.45. R explained to ET that she would ask permission to conduct an action research in the English teaching and learning and learning process in the school. ET told R that she should ask for permission to HM.

R met the HM in Head master room. HM told R that she should give a letter of permission from BAPEDA (Badan Perencanaan Pembangunan Daerah). HM also asked R to conduct the research after UAN (Ujian Akhir nasional) ended. R thanked to the HM for the information, and she went home.

No : FN02
 Date : 30 April 2015
 Time : 09.00 a.m.
 Place : Headmaster
 Activity : Giving letter permission of the research to the headmaster
 Respondent : R : Researcher
 ET : English Teacher
 HM : Headmaster

R arrived at school at 09.00 am. R met HM and gave the letter of permission from BAPEDA. R also explained briefly about the purpose of the research and what the research was about and the subject of the research. HM officially allowed R to conduct a research in SMP N 3 Mlati. R thanked to HM and she asked for permission to meet ET in the teacher office.

R met ET in the teacher office. R explained the research that she was going to conduct. ET agreed with R about the use of PWIM to improve eighth grade students' ability in writing narrative text. ET explained that writing narrative text was a challenging task for students so the technique was needed to help them in the writing process.

R asked ET which class that R could conduct the research. ET decided VIII D class as the subject of the research because Ss' writing ability in that class was low. English subject held on Tuesday and Wednesday. R was given four meetings to teach Ss. ET also let R to observe the class on Tuesday at 12 May 2015.

No : FN03
 Date : 12 May 2015
 Time : 09.20 a.m. – 10.40 a.m.
 Place : VIII D
 Activity : Observation
 Respondent : R : Researcher
 ET: English Teacher
 Ss : Students

R arrived at school at 10.30 am to observe teaching and learning process of English subject in VIII D class. ET asked R to wait a moment before entering the class. At 10.50 ET and R entered VIII D class. Some Ss were not ready yet to join the learning process. Some of them were talking to each other, and the other was still outside the class. The class was very noisy. After Ss were ready to join the lesson, ET opened the lesson.

ET greeted Ss in front of the class. He pointed one student in the class to lead prayer. After that, he said “Good morning, students. How are you?” Ss answered “Good morning. I am fine thank you, and you?” “Fine, thanks”, the teacher answered. He also checked the attendance list. Nobody was absent. Then,, ET introduced R to the Ss and he asked the R to sit down at the back of the class.

ET started the lesson by mentioning the topic that Ss were going to study. The topic was about narrative text. ET did warming up by asking Ss what the examples of narrative text that they knew. Ss answered spontaneously. Their answers were varied; for example *Danau Toba*, *Malin Kundang*, Mouse deer and Crocodile, and *Timun Mas*. Then, ET explained the generic structure and language features of a narrative text on the white board. The details of the each part were explained but some Ss, especially male Ss, did not pay attention to the teacher’s explanation. ET also explained about the language focus for example the word class. He asked the students the kinds of word class but just few of them could answer it. Some Ss did not understand the question so they did not respond to teacher questions. The class condition was less effective because many Ss were talking to each other.

ET then gave an assignment to Ss. They had to find the example of narrative text in the library, and they also had to answer the questions about the social function, the generic structure, and the language function of the text. When Ss were doing the assignment, they asked to ET about the meaning of the words in the passages many times. They also did not understand about the question of the task.

Based on R’s observation, the writing ability of most Ss was low. ET asked the Ss to identify the generic structure of the text and to write again the story using their own words but they just copied every sentence in the passage. It seemed they had some difficulties generating sentences when they wrote using their own words. They also made frequent errors of spelling, punctuation, capitalization, and paragraphing.

At the end of the class, many Ss still did not finish their task. They did not have enough time. Finally, ET closed the class by giving conclusion about what they have learnt that day. After that, he ended the class by saying goodbye.

Before the class ended, R asked three Ss to do some interviews. The questions were about their difficulties in writing, their feeling during the lesson, and the way of ET transferring the materials. After she got some information, R said thank you and goodbye to Ss and ET.

No : FN04
 Date : 13 May 2015
 Time : 10.40 a.m. – 12.10 a.m.
 Place : VIII D Classroom
 Activity : Conducting Pre-test
 Respondent : R : Researcher
 ET: English Teacher
 Ss : Students

At 10.40 R arrived at school and met ET. On one day before, R had discussed with ET that on Wednesday at 11.30 a.m R would conduct a pretest in VIII D class. ET gave an opportunity to R to conduct the pretest in second hour of the lesson.

At the second hour of learning process, ET let R entering VIII D class and he gave some minutes to R to introduce herself again in front of the students. After that, ET explained to Ss that they would have a pre-test. Ss were also asked to follow the instructions.

Before R conducted the pre-test, she checked Ss' attendance. There were 14 male students and 18 female students. Then, R gave some instructions to Ss. R asked Ss to write a legend. To make it easier for Ss in writing, R provided the answer sheet completed with the generic structure of narrative text. To measure Ss' vocabulary mastery, R did not allow Ss to open dictionary. R gave Ss 45 minutes to do the task. Many Ss found some difficulties in writing the story. They did not know how to start writing. They were confused to write sentences. Some of them even did not write any single of the word. They also had a difficulty to translate the word from Bahasa Indonesia into English Language. Most of Ss often asked R to translate the word in English. They asked many high frequency words, for example *tidur, makan, berkata, anak perempuan, baik, kejam*.

At 10.50 a.m. R asked the students to collect their assignments. Then, R closed the pre-test section. R met the ET to inform that the pretest had done. R and ET discussed when R started to teach VIII D class using R's technique. R also interviewed ET about teaching and learning process. After the interview ended, R went home.

No : FN05
 Date : 19 May 2015
 Time : 09.20 a.m. – 10.40 a.m.
 Place : VIII D classroom
 Activity : Conducting Cycle 1 (meeting 1)
 Respondent : R : Researcher
 ET: English Teacher
 Ss : Students

R and ET went to the classroom. Many Ss were still not ready yet to join the teaching and learning process. After the class became conducive, R started her role as an English teacher in VIID Class. Meanwhile R started to open the lesson, ET sat on the behind of class to observe the teaching and learning process.

R started the lesson in the class by saying greeting “Good morning class, how are you?” Ss answered I’m fine thank you and you?” R replied “I’m fine too, thank you.” Then R checked their’ attendance. All of them were present. Then, R informed Ss that she would teach the material of writing narrative text using Picture Word Inductive Model. R briefly explained what PWIM is and she distributed handout containing the step of PWIM.

Ss were directly guided in the first step of PWIM. R selected a picture to activate Ss’ background knowledge. The picture of “*Bawang Merah and Bawang Putih* story” was selected. Ss had to identify what they see in the picture. Ss were given some questions to stimulate their vocabulary mastery. R asked, “Can you describe the people on the pictures? What the story is about? What are they doing?” Some male Ss who were talking to each other unexpectedly answered the questions in Bahasa Indonesia. “*Bawang Putih baik miss. Dia lagi nyuci*” and the other Ss answered “*ibu tirinya jahat, nyuruh-nyuruh bawang putih*”. Ss’ vocabulary mastery was very low so that they could not independently write the answers in English.

Then, R instructed Ss to read the passage about “*Bawang merah and Bawang putih*” in their handout. R gave Ss about 10 minutes to read the text. Then they discussed it together. Many Ss still did not know the meaning of many words. “*Miss ini stepmother apa? kind artinya apa? Terus treated apa?*” Many times Ss asked about the meaning but R instructed Ss to look at the picture and to predict what the meaning is about.

After Ss and R discussed the passage, she continued in the next step of PWIM. Ss were asked for labeling what they see in the picture. R instructed Ss to write the vocabulary in the provided column. R said “Please write the description of the characters and the activities that they did”. Only few Ss wrote the tasks in the handout. They were not sure about their writing. “*Miss tulisan “kind” bener kaya gini kan?*” and other Ss also asked “*Miss ini “stepmother” tulisannya digabung apa dipisah ya?*”

After that, R asked Ss to spell the words aloud and to pronounce them. Since R guided them, Ss’ participation to identify the words on the picture word chart was increase. Some of them looked so enthusiastic. Even many mistakes and

errors were found in their writing, R appreciated Ss that they were brave to write the vocabulary in the white board.

In the next step, R gave some questions to lead Ss to learn generic structure of narrative text. Ss had a difficulty to understand the meaning of the questions. Ss said “*Miss, pertanyaannya nomer 2 sulit, ngga mudeng artinya.*” R helped Ss to answer the question by presenting the picture word chart for them. “*Please look at this picture. Do you think the stepmother was kind to Bawang putih? Apakah ibu tirinya baik ke bawang Putih?*” and Ss answered “*Dia jahat ke bawang putih.*” R replied Ss’ answer, “*that’s true, so stepmother treated bawang putih badly.*”

Afterwards, R explained what narrative text is. R explained, “This story is a narrative text. Could you give other examples of narrative text?” Many Ss answered expressively, “*Malin Kundang, RoroJonggrang, si Kancil mencuri ketimun*”. Then, R explained that the story about animal/ fable belongs to a narrative text. R and Ss also discussed together about generic structure and language features of narrative text.

In the next activity, Ss classified the words in the word class (noun, adjective, verb, or adverb). They looked enthusiastic doing this task. They actively classified the vocabulary in their handout. R and Ss discussed the task. There were some incorrect answers. They were confused whether a word belongs to verb, adverb, noun, or adjective.

Then, Ss did an exercise of completing sentences using the correct verb form. A picture word chart was provided to help students understanding the texts. The class became noisy when they did this exercise. They were confused to fill the blank since they did not know how to change the tense into past tense. The following conversation describes the condition.

- S : “*Miss ini tuh diapain miss?*”
 R : “*You should complete the sentence by choosing the word in the box but don’t forget to change it into past tense.*”
 S : “*Oh harus diubah, berarti kata-katanya ngga sama kaya yang dikotak? Aku bingung miss.*”
 R : “*You may try number 1.*”
 S : “*Four burglars plan to brake into a house on yesterday night.*”
 R : “*It’s not correct. Please change the verb into past tense.*”
 S : “*lampaunya apa sih miss?*”
 R : “*Plan itu lampaunya planned. Kata-kata apa saja yang sudah kalian kuasai dalam bentuk lampau?*”
 S : “*Looked, walked, helped, waited, sleep jadi slept, eat jadi ate, terus was were gitu miss. Tapi kata-kata yang di soal ga bisa miss, susah.*”

Then, R asked Ss to open an English dictionary to check the form of verb in past tense. Ss often asked R about the meaning of the words. R asked Ss to write the meaning in Bahasa Indonesia if they could not catch the meaning in English.

After that, Ss were asked to put the sentences that they completed in the correct generic structure. R gave Ss a chance to do the task in the whiteboard. Some of them were enthusiastic to do the task in front of class. There were two Ss who did not put the sentence into the correct parts. They made this mistake because they did not know understand the meaning of those sentences.

In the end of the activity, R gave Ss an assignment to arrange the jumbled paragraph. R said “You can guess the meaning of the word by looking at the picture.” Many Ss became noisy. Some Ss said “*Miss, ini paragrafnya panjang banget kayaknya waktunya ngga cukup.*”

The bell rang, and R asked Ss to continue the assignment at home. R concluded the materials briefly. Then, she said goodbye and she left the classroom.

No : FN06
 Date : 20 May 2015
 Time : 10.50 a.m. – 12.10 a.m.
 Place : VIII D classroom
 Activity : Conducting Cycle 1 (meeting 2)
 Respondent : R : Researcher
 ET: English Teacher
 Ss : Students

After the bell rang at 11.00 R and ET went to the classroom. ET went to the back of the classroom to observe R, Ss, and the learning process. R greeted Ss and she checked the attendance list. Then, R did some reviews of the materials in previous meeting. She asked about the purpose and the generic structure of a narrative text, and the vocabulary that they had learned. Some Ss answered correctly, the other Ss were just silence. Some of them were talking to each other.

R checked Ss’ homework. Some Ss did not do the homework. They were not able to do the task by themselves. Then, R instructed Ss to use the picture word chart for arranging the paragraphs. Ss tried completing the task. They said that the words in the picture word chart made them easier to arrange the paragraphs.

After that, R gave Ss a worksheet. It consisted of series of “*Timun Mas*” picture. Ss were asked to label the pictures in the provided bubble. R checked what words that they wrote. Ss generally just identified some nouns. They rarely identified verbs and adjective in the picture. Since their vocabulary was poor, R gave some key words of each picture. Ss also learned how to spell it. They also wrote the word meanings in Bahasa Indonesia. Then, R guided Ss to write some sentences. R gave an example how to write a simple sentence correctly since Ss did not write sentences correctly in pre-test.

Students started to write their own writing. They did not ask R to translate word as often as before. They asked to R if there writing was correct or not.

- S : “*Miss ini kalimatnya bener ngga the baby grow up into beautiful girl?*”
 R : “*don’t forget to change the verb into past tense*”
 S : “*Oh iya miss, lupa hehe. Lampaunya apa miss?*”
 R : “*Coba dibuka kamusnya, dicari di kamus*”
 S : “*Udah ketemu miss, grew ya miss lampaunya.*”

The students also sometimes forgot to give a subject in the sentence, and also they were still confused about the rules of plural and singular. R asked Ss to check their writing as in the following conversation.

- R : “*Avi, coba diteliti lagi yang bagian kata kerja udh bener belum?*”
 S : “*lha bener tho miss kaya gini?* (The students read the sentence) *They was a diligent farmers.*”
 R : “*Please look at the subject. Subjectnya itu plural, lebih dari satu, jadi linking verbnya seharusnya?*”
 S : “*(The students kept silent)*”
 R : “*Harusnya were. They were diligent farmers.*”
 S : “*Oh gitu ya miss, okay aku mudeng miss.*”

After R gave some exercises of writing some sentences in simple past tense form, she leaded Ss to generate paragraph. R asked Ss to develop their sentences into three parts of paragraphs. Some Ss were still confused how to do the task. Ss often asked R some questions as in the following conversations.

- S : “*Miss, ini dipisah-pisahin apa gimana?*”
 R : “*You just have to develop your sentences. Jadi awalnya kalian perkenalkan tokohnya siapa aja, tempat kejadiannya dimana, awal mula cerita gimana, lalu konfliknya bagaimana, dan cara menyelesaikan konfliknya bagaimana.*”
 S : “*Oh gitu tho miss maksudnya.*”

R used their dictionary when they started to generate a paragraph. They also checked the spelling words. They wrote their sentences carefully. R always reminded Ss to change the verbs in the past form.

The bell rang, and Ss’ worksheets were submitted. R concluded what they learned on that meeting. Then, she said goodbye and left the classroom.

- No : FN07
 Date : 26 May 2015
 Time : 09.20 a.m. – 10.40 a.m.
 Place : VIII D classroom
 Activity : Conducting Cycle 2 (meeting 1)
 Respondent : R : Researcher
 ET: English Teacher
 Ss : Students

R and ET entered to the class at 09.20 a.m. R started the class by greeting, praying, and checking Ss' attendance. R distributed Ss' writing product in Cycle 1.

R and Ss discussed the writing products. R asked the Ss for paying attention to R's feedback on their work. Some Ss asked R why some words in their writing were given red mark. R explained they often forgot to change the verbs in the past form. R gave Ss an exercise to complete some sentences using the correct verb form.

After Ss finished the task, S asked R a question.

S : *"Berarti kalo ngubah ke past tense itu ngga selalu ditambah -ed ya miss?"*

R : *"Iya, seperti contohnya tadi go berubah jadi went, throw jadi threw, itulah yang dinamakan irregular tense. Kalian harus buka kamus jika tidak yakin dengan bentuk lampaunya. Jangan asal ditambah ed."*

R also found that Ss' writing was still lacking of details although they had ideas about what they want to write. Because of this reason, R gave a task to Ss how to describe the characters in a story. Although they were also given a list of words, the students still asked the words meanings as shown in the following conversation.

S : *"Miss, ini artinya apa ya? rosy cheeks?"*

R : *"Rosy itu berwarna merah, cheeks pipi, jadi pipinya kemerah-merahan. Kalo bahasa inggris untuk mengartikan frasa kebalikan dari bahasa Indonesia, mudeng ngga?"*

Then students started to observe each picture. Some of them asked R to confirm whether their writing was correct or not.

S : *"Miss ini gambar ibu perinya matanya bulet berarti she has rounds eyes?"*

R : *"Round eyes benar tapi ingat itu lampau jadi has diganti had."*

R walked around the classroom to see other Ss' works. They seemed more enthusiastic than before. They described the characters well. The sentences that they created were more varied. To complete the task, Ss needed approximately 20 minutes. After all of Ss had done with their works, R and Ss discussed together. Some Ss were still confused to describe the characters of the story based on the picture. They just wrote the phrase, not the sentences.

Move into the next activities, Ss were asked to read narrative text entitled Snow white. The picture word charts were provided to activate their background knowledge and to help them thinking inductively to predict the meaning of words.

R still reinforced Ss to open English dictionary for checking the meaning and the word class. The following conversation describes the situation in the classroom.

- S : *"wah angel tenan iki Miss teks'e. Ora ngerti artine aku"*
 R : *"Coba kalo ngga tau artinya buka kamus dan di kamus ada penjelasan apakah itu noun, verb, adjective atau adverb."*
 S : *"iki wicked dikamus artinya jahat terus ada tulisan ks, berarti itu adjective ya miss?"*
 R : *"yes absolutely it is correct. Kenapa adjective? Karena menerangkan sifat jahat dari ibu tiri snow white"*
 S : *"Oh iya miss, mudeng."*

Ss understood the meaning of words by reading the text, looking at the picture, and checking in the dictionary. Through R's guidance, they could also identify noun, verb, adjective and adverb by giving different sign into each word class on the text. Ss' concept about the word class was increased comparing in cycle 1. They actively asked to R whether they had classified into the correct word class or not.

After identifying words, R asked Ss to look at the characteristics of each paragraph on how the writer develops paragraphs in orientation, complication, and resolution. After Ss understood, R asked them to arrange the provided sentences in the coherent paragraphs. She asked Ss to look at the picture again and to recall the sequences of Snow White Story. In that task, Ss were not only asked to arrange sentences into good paragraphs, but also they were asked to change verbs in the correct past tense form.

Ss did their task by discussing it in a group. When they had some difficulties related to word meanings, R asked them to open English dictionary or looking at the picture word chart

15 minutes before the end of the class, Ss and R discussed the task together. S wrote his work in the white board. He could arrange the paragraphs well. However, he had common mistakes. He did not change some verbs into past tense. He also tended to give -ed to all of the verbs. He ignored the rules of irregular verbs in past tense. Ss also did this kind of mistakes.

The bell rang and R asked Ss to bring the worksheet since they would discuss Ss' word list and sentences in the following meeting. R briefly asked some questions regarding the activities that they had done. Then, R guided Ss to say a prayer and said greeting. R with ET left the classroom.

No : FN08
 Date : 27 May 2015
 Time : 09.20 a.m. – 10.40 a.m.
 Place : VIII D classroom
 Activity : Conducting Cycle 2 (meeting 2)
 Respondent : R : Researcher
 ET: English Teacher
 Ss : Students

R entered the classroom when the bell rang at 11.10 a.m. R went to the classroom with ET. ET went to the back of the class while R greeted Ss. R explained briefly what they had learned in the previous meeting. Then, R asked Ss to write narrative text entitled *Malin Kundang* using PWIM technique independently.

R gave a worksheet to Ss. There were a series of pictures of “*Malin Kundang*”. Ss were allowed to open English dictionary. R also gave them some keywords in each picture. Ss might use or might not use the keywords given by R. Ss might also add any words in each picture.

Ss started to observe the pictures. They labeled the pictures. Ss became more aware of spelling. They opened their dictionary to check the spelling of vocabulary. They also became more independent in doing the task. They did not often ask R to translate word into English. After Ss wrote many words in the picture word chart, R gave an example of writing sentences through LCD screen.

After Ss got the explanation, they started to write some sentences. They understood that in there should be at least any one subject and one verb in a sentence. They also put the sentences into the correct part of the paragraph. They knew how to introduce character in orientation paragraph.

When Ss started to write sentences in complication part, they found some difficulties. They had obstacles in writing the vocabulary and arranging the sentences as shown in the following conversation.

S : “*Miss ini malinkundang dikutuk itu bahasa inggrisnya apa?*”
 R : “*was cursed*”.
 S : “*Terus miss, malinkundang itu sebelum dikutuk dia udah nikah kan ya sesuai digambar?*”
 R : “*Iya kamu ceritakan berdasarkan gambar itu gambarnya sudah urut, kamu tinggal menyusun kalimat aja.*”

Ss needed 35 minutes to write the sentences. Because of the limited time, R just asked 3 Ss to write their sentence in each picture in front of the class. R discussed the sentences together with Ss. R and Ss observed the sentences of the third pictures. The following is the discussion between R and Ss.

R : “*Jadi apa yang belum tepat dengan kalimat ini?*”
 Ss : “*Belum ada subjectnya miss.*”
 R : “*Right. Jadi apa yang harusnya kita tambahkan disini?*”

- Ss : *“Bisa pake “he” atau langsung pake namanya Malin Kundang.”*
 R : *“That’s correct. Jadi jangan lupa kasih subject di setiap kalimat.”*

R reminded Ss to put the subject in their sentences. Ss still forgot to change the verb in the past tense form. After they edited their sentences, R asked Ss to arrange their sentences to be good paragraphs. R looked around the class, and R found that Ss were able organizing their sentence into orientation, complication and resolution. Some Ss did not organize the sentences into the form of paragraph. They just gave a number for each sentence. R asked them to re-write the sentences into paragraphs but they rejected.

The bell rang. Finally, R with Ss concluded the activities that they had done on that day. R also informed Ss that in next meeting would be held a post-test. Then R led Ss to say a prayer. Then, R and ET left the class.

APPENDIX B

INTERVIEW GUIDELINES AND TRANSCRIPTS

INTERVIEW GUIDELINE FOR TEACHER

A. Before Implementation

Good Morning, Sir. I am Anindita, student from English Education Department Yogyakarta State University. Thank you for your willingness to do this interview. This interview will spend about 15 minutes. There will be seven questions dealing with activities in teaching writing, current writing teaching technique, material, students, writing ability, students' motivation, problems in writing and PWIM (Picture Word Inductive Model).

Blueprint

No	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Current writing teaching technique	2	1
3.	Material	3	1
4.	Students' writing ability	4	1
5.	Students' motivation	5	1
6.	Problems in writing	6	1
7.	PWIM	7	1

Question Items

1. What kind of activities that you use in teaching writing?
2. Do you ever teach the students the steps namely PWIM (Picture Word Inductive Model)?
3. How do you explain the material to the student?
4. How is your opinion about the students' writing ability?
5. Do you think the students have high motivation in writing activities?
6. What kind of difficulties that you find in teaching writing?
7. Have you ever used PWIM (Picture Word Inductive Model) in teaching writing?

INTERVIEW GUIDELINE FOR TEACHER

B. After Implementation

Good Morning/ afternoon, Thank you for sparing your time to do the interview. The interview will spend about 15 minutes. Then will be seven questions dealing with your comments on my teaching and students' motivation

Blueprint

No	Topic Areas	Item Number	The Number of the Items
1.	Comment on the teaching writing	1,2,3,5,8,9	6
2.	Students' motivation	6	1
3.	Students' writing	7	1
4.	PWIM	4	1

Question Items

1. How is your opinion about the use of PWIM in teaching writing?
2. What are the strength of PWIM that you see help the students to write?
3. Does PWIM help students to write?
4. What is your opinion about the students' response toward PWIM?
5. Are the activities suitable for teaching writing to the students?
6. Do you think the students have high motivation in writing activities?
7. Do you think there is an improvement in the students' writing?
8. What aspects that have to be improved?
9. What do you expect in the next meeting?

INTERVIEW GUIDELINE FOR STUDENTS

A. Before Implementation

Selamat pagi/ siang. Sebelumnya saya ucapkan terimakasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 15 menit. Akan ada enam pertanyaan terkait kegiatan dalam pelajaran menulis. Materi, proses belajar-mengajar di kelas, motivasi Anda, masalah yang Anda temui dalam menulis dan PWIM.

Blueprint

No	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	2	1
3.	Teaching-learning process	3	1
4.	Students' motivation	4	1
5.	Problems in writing	5	1
6.	PWIM	6	1

Question Items

1. Kegiatan apa saja yang diberikan guru ketika pelajaran menulis?
2. Bagaimana pendapat Anda mengenai cara guru menyampaikan materi?
3. Apakah proses belajar-mengajar dapat berjalan dengan menyenangkan/ baik?
4. Apakah Anda senang mengikuti kegiatan pembelajaran menulis? Kenapa?
5. Kesulitan apa yang anda temui dalam menulis?
6. Apakah guru pernah menggunakan PWIM dalam mengajarkan menulis?

INTERVIEW GUIDELINE FOR STUDENTS

B. After Implementation

Selamat pagi/ siang. Sebelumnya saya ucapkan terimakasih atas kesediaan Anda meluangkan waktu untuk interview ini. Interview ini akan berlangsung sekitar 15 menit. Akan ada lima pertanyaan terkait kegiatan dalam pelajaran menulis, materi, proses belajar-mengajar di kelas, masalah yang Anda temui dalam menulis dan PWIM.

Blueprint

No	Topic Areas	Item Number	The Number of the Items
1.	Activities in teaching writing	1	1
2.	Material	3	1
3.	Teaching-learning process	4, 7	2
4.	Problems in writing	2	1
5.	PWIM	5,6	2

Question Items

1. Apakah kegiatan menulis kali ini dapat diikuti dengan baik?
2. Apakah anda menemukan kesulitan dalam menulis?
3. Bagaimana menurut Anda mengenai cara guru menyampaikan materi? Apakah sudah jelas?
4. Apakah proses belajar-mengajar dapat berjalan menyenangkan/ baik?
5. Apakah PWIM menarik?
6. Apakah penggunaan PWIM dapat membantu Anda dalam menulis?
7. Apakah guru memberikan feedback dengan baik?

INTERVIEW TRANSCRIPTS

Interview 1

Hari, Tanggal : Selasa, 12 Mei 2015
 Tempat : Perpustakaan
 Responden, R : Researcher
 ET : English Teacher

- R : Selamat siang Pak. Ada beberapa pertanyaan yang sudah saya siapkan. Yang pertama, menurut pendapat Bapak, bagaimana kemampuan Bahasa Inggris siswa kelas VIII D jika dilihat dari keempat skill?
- ET : Writingkan *produce*, bukan *receptive*. Level yang sulit itu writing. Saya ngajar pertama listening dulu, kemudian speaking, reading dan writing. Saya pikir descriptive tidak begitu rumit, ketika narrative itu agak repot dan susah.
- R : Bagaimana cara bapak mengajari anak dalam menulis?
- ET : Di dalam reading kan sudah ada, jadi anak sudah punya pengalaman lebih dahulu. Jadi ketika ke writing activity Brainstorming 1-2 menit selesai. Langsung menyusun kalimat. ngisi kalimat-kalimat rumpang. Yang berkaitan dengan kalimat-kalimat yang diajarkan itu
- R : Kemampuan menulis siswa bagaimana?
- ET : Siswa disini merupakan sisa-sisa dari anak yang pintar. Disini pilihan terakhir. Motivasi belajar siswa agak kurang.
- R : Kesulitan apa yang bapak temui ketika mengajar writing?
- ET : Ada grammar. Grammar yang dikuasai siswa itu masih minim. Tenses lampau dan yang sekarang masih bingung. Kebetulan kalimat yang kita berikan kalimat positive, terus dinegatifkan mereka masih bingung. Penggunaan was were juga masih bingung. Saya menjelaskan itu kalimat verbal dan nominal tapi mereka masih bingung.
- R : Iya berdasarkan pre-test kemarin dalam kalimat tidak ada verbnya. Memang perlu ketelatenan ya Pak?
- ET : Iya itu sudah saya bikin sesederhana mungkin tapi tidak semudah itu bagi mereka. Kemudian juga masalah waktu. Kalo untuk mengajarkan materi sulit, masalah waktu begini materi susah juga. Vocabulary masih rendah. Kita tidak diberikan waktu yang cukup untuk grammar. Kalo kita focus untuk ngajar grammar nanti fokusnya hanya disitu. Jadi siswa hanya mindah kata per kata dari bahasa Indonesia ke bahasa Inggris.
- R : Apakah bapak pernah menggunakan metode PWIM?
- ET : Untuk di VIII D belum pernah, tapi ya kembali ke students' writing ability. Tapi ya kita maklum setiap saat pengajaran kita harus teliti peduli dengan kemampuan mereka.

Interview 2

Hari, Tanggal : Selasa, 12 Mei 2015
 Tempat : Kelas VIII D
 Responden, R : Researcher
 S : Student

- R : Hai, minta waktu sebentar ya buat wawancara.
 S : Okay Miss
 R : Langsung aja ya, namanya siapa?
 S : Andara
 R : Andara, langsung ke pertanyaan pertama ya. Pak guru biasanya ngasih pelajaran bahasa Inggris ketika writing gimana?
 S : Langsung disuruh nulis miss.
 R : Cara pak guru nyampein materi kamu paham ngga?
 S : Mudeng.
 R : Suka ngga kalo disuruh nulis?
 S : Antara suka dan ngga suka.
 R : Ngga sukanya kenapa?
 S : Susah. Dihapalin terus dipresentasiin didepan.
 R : Diajarin generic structure gitu ngga? Diajarin brainstorming?
 S : Kadang-kadang dijelasin kadang-kadang ngga dijelasin.
 R : Udah bisa nulis kalimat?
 S : Ya kalo nulis kalimat bisa sedikit-sedikit tapi pakai kamus.
 R : Pernah ngga pak har ngajarin menulis tapi pakai gambar?
 S : Pernah tapi itu buat listening sama speaking.

Interview 3

Hari, Tanggal : Selasa, 12 Mei 2015
 Tempat : Kelas VIII D
 Responden : R : Researcher
 S : Student

- R : Paling susah yang mana? antara reading writing speaking listening
 S : Tergantung konteksnya. Perintahnya apa.
 R : Kalo biasanya kalian disuruh menulis, kegiatan yang dilakukan apa?
 S : Langsung disuruh kasih tugas, dikerjain, dipresentasikan
 R : Berarti kamu harus memahami dan mengahapalkan tulisanmu? Lalu ketika proses nulis kamu kesusahan dibagian apa?
 S : Kata-katanya nyusun. Tapi bingung ini harus ditaro dibagian mana dulu. Inti paragrafnya ditaro mana bingung. Biasanya isinya udah jadi, tapi judulnya belum.
 R : Pernah ngga pak guru ngajar pake picture untuk mengajar writing?
 S : Belum pernah. Dulu waktu ada mas dan mbak ppl pernah, tapi itu gambarnya ngga jelas hitam putih dan putus-putus.
 R : Kesulitan apa yang kamu temui ketika ada tugas writing?

- S : Sering salah yang past tense. Terutama yang irregular verb.
 R : Udah bisa ngebedain antara noun adjective verb?
 S : Ngebedain bisa tapi nyusunnya suka kebalik-balik. Kaya waktu nyusun kalimat udah bisa tapi masih suka kebalik-balik.
 R : Okay terima kasih sudah mau diwawancarai ya.

Interview 4

Hari, Tanggal : Selasa, 12 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher
 S1 : Student 1
 S2 : Student 2

- R : Dewi, Tia, miss minta waktunya sebentar ya buat wawancara
 S1 : Iya boleh
 R : Okay, langsung aja ya. Menurut kalian menulis dalam Bahasa Inggris itu gimana?
 S2 : Gampang-gampang susah.
 R : Ketika mengajari menulis, cara pak guru menjelaskannya gimana?
 S1 : Njelasinnya kalo kita udah selese jadi bingung mbak.
 R : Jadi ketika mau nulis kalian ngga dibimbing buat bikin ide pokok gitu?
 S1 : Enggak mba, kita jadi susah.
 R : Kesulitan lain yang dihadapi?
 S2 : Kesusahan sama kosa kata.
 R : Apakah kamu merasa kesulitan mengembangkan kata menjadi kalimat dan paragraf?
 S2 : Iya lumayan susah mbak, bingung nyusun kata-katanya.
 R : Ketika proses belajar, kalian seneng ngga?
 S1 : Bosen soalnya ngga ada gambarnya terus penjelasan cuma dikit.
 R : Kalo Tia, kesusahan apa aja pas proses menulis?
 S2 : Belum bener mba kalo nulis kosa kata. Susahnya soalnya pengucapan sama penulisannya beda.
 R : Okay terimakasih banyak ya Tia dan Dewi.

Interview 5

Hari, Tanggal : Selasa, 19 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher
 S : Student

- R : Bagus, gimana tadi pelajarannya?
 S : Lumayan bisa dipahami.
 R : Miss ngajarnya bosenin ngga?
 S : Ngga bosen mba, soalnya ada kegiatan maju ke depan mbak. Ngisi-ngisi. Tapi kadang ragu mba sama pas nulis kata takut salah huruf mbak, salah nulis susunan kalimatnya.
 R : Terus tadi pake PWIM kan ada gambarnya menurutmu ngebantu ngga?

- S : Ngebantu banget mbak. Ada gambarnya jadi bisa dianalisa. Terus ngebantu buat nulis kalimat.
- R : Dengan adanya worksheet PWIM kamu merasa terbantu ngga?
- S : Iya mba, soalnya ngasih latihan-latihan buat menulis, gambarnya juga lumayan bagus.
- R : Bisa ngerjain task yang ada di worksheet? Kamu kerjain ngga semua tasknya?
- S : Ada yang bisa ada yang engga mba. Tapi mudengin jadi tau gimana nulis cerita narrative terus lebih nyenengin juga ada gambarnya jadi kalo ngga tau artinya ada gambaran sedikit. Tapi ngga dikerjain semua. Tugas-tugasnya kebanyakan juga.
- R : Kesalahan yang masih kamu buat pas nulis itu apa?
- S : Kadang masih lupa buat nulis ke verb dua.
- R : Okay, ada saran buat pertemuan minggu depan?
- S : Ngga ada mbak
- R : Okay, makasih ya.

Interview 6

Hari, Tanggal : Selasa, 19 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher

S : Student

- R : Dara, gimana tadi apa kamu bisa ngikutin dengan baik kegiatan menulis tadi?
- S : Bisa.
- R : Masih menemui kesulitan menulis?
- S : Susah di bagian ngubah verb ke verb 2.
- R : Cara miss ngajar pake PWIM kamu mudeng ngga?
- S : Masih ada yang belum jelas mbak di bagian instructionnya.
- R : Berarti harus lebih simple ya buat instruksinya. Tapi ngebantu ngga pake teknik PWIM?
- S : Menarik bikin mudeng. Ngebantu buat nulis kalimat mbak.
- R : Ada saran buat next meeting?
- S : Iya itu instruksinya tolong diperjelas sama panahnya yang ada di gambar harus sesuai nunjuk ke yang dimaksud biar ga bingung.
- R : Oh kurang spesifik ya panahnya, okay terimakasih masukannya.

Interview 7

Hari, Tanggal : Rabu, 20 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher
S : Student

R : Kalian bisa ngerjain PWIM worksheet?

S : Tergantung moodnya. Ada yang susah sama ada yang gampang. Tapi lumayan seru miss yang kita rebutan maju ke depan buat nulis kosa kata yang kita tahu.

R : Masih nemuin kesusahan pas nulis?

S : Banyak. Waktu spelling itu masih bingung. Kalo ngga buka kamus suka bingung gimana nulisnya.

R : Masih ngebosenin?

S : Ngebosenin pas nulis kalimat itu miss, bosen sama bingung mau nulis apa.

R : Teknik PWIM ngebantu kamu buat nulis ngga?

S : Lumayan Miss, ngebantu soalnya ada keterangan kata-katanya di gambar. Gambarnya juga ngebantu kita buat ngembangin ide.

R : Menurut kamu gambar-gambarnya udah menarik apa belum?

S : Ngga terlalu, kurang banyak gambarnya.

R : Selain itu apa lagi?

S : Panahnya ada yang ngga sesuai sama yang ditunjuk.

R : Terimakasih Arya untuk masukannya.

Interview 8

Hari, Tanggal : Rabu, 20 Mei 2015

Tempat : Perpustakaan

Responden, R : Researcher
ET : English Teacher

R : Bagaimana Pak pembelajaran saya di Cycle 1 ini?

ET : Iya saya melihat materi mbak anin buat terlalu banyak ya jadi tidak terlalu fokus penekanannya pada setiap stepnya. Disederhanakan lagi mbak materinya.

R : Iya pak, saya juga merasa terburu-buru pada setiap step di PWIM. Solusi untuk penyampaianya agar siswa paham menggunakan teknik PWIM ketika menulis bagaimana ya Pak?

ET : Siswa diberi penjelasan tiap stepnya dengan sederhana. Pengemasan materi juga yang sederhana saja jangan panjang-panjang. Ndak mudeng murid kalo task disetiap stepnya banyak dan sulit. Ketika mengaplikasikan strategy tersebut, anak juga perlu diawasi karena mereka masih semaunya sendiri ya.

R : Terimakasih sarannya Pak. Lalu bagaimana tentang partisipasi siswa dalam mengikuti pembelajaran Pak?

ET : Ya yang siswa pinter-pinter ya sudah jelas mengikutinya seperti sephine, Vania, aktif. Yang slow learner itu masih sulit ya tapi ya mereka sudah lumayan mau maju ke depan menuliskan kosa kata itu sudah pencapaian mbak.

- R : Saya sudah selesai mengkoreksi hasil tulisan anak-anak Pak. Rencananya feedback akan saya berikan pada mereka next meeting. Bagaimana menurut Bapak dengan hasil ini?
- ET : Ya masih susah ya ini mengembangkan cerita, tapi sudah cukup jalan. Kosa kata juga sudah sedikit bertambah dibanding pretest kemaren. Cuma ya grammarnya memang masih berantakan. Ini saja mbak, pengemasan grammarnya sedikit tapi jelas.
- R : Terimakasih Pak masukannya. Rencananya saya akan fokus pada penerapan penggunaan kalimat verbal dan nominal serta penggunaan past tense.
- ET : Iya bisa dibuat seperti jumbled words tapi ada kata verbal nominalnya mbak atau mengurutkan paragraf.
- R : Solusi untuk anak yang kurang aktif berpartisipasi bagaimana Pak?
- ET : Disuruh maju ke depan aja mbak, itu kaya pas di step pertama yang identifying words di gambar itu ya nah disuruh nulis itu kata-katanya apa. Ya begitulah di sini mbak anak-anaknya.
- R : Baik Pak, terimakasih masukannya.

Interview 9

Hari, Tanggal : Selasa, 26 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher
S : Student

- R : Setelah menggunakan teknik PWIM, apa kamu bisa mengikuti kegiatan menulis dengan baik?
- S : Iya bisa.
- R : Kamu merasa terbantu dengan adanya gambar dan urutan stepnya?
- S : Iya Miss, karena step by step nulisnya jadi enak, terus ada gambarnya juga jadi bisa ngemudahin ide muncul miss.
- R : Kata-kata yang harus kamu diidentifikasi melalui gambar menurutmu susah atau mudah?
- S : Gampang Miss. Kata-katanya udah sering muncul juga pas dipertemuan sebelumnya. Kalo kata-kata yang baru, paling aku tanya miss kalo ngga liat di kamus.
- R : Masih menemui kesulitan dalam proses menulis?
- S : Aku kesulitan masalah waktu. kalo pas menit-menit akhir jadi ngawur. Ngga sempet ke step yang editing. Jadi belum diteliti lagi,
- R : Pas ngerubah verb ke bentuk past masih bingung ngga?
- S : Ngga sih, Cuma kemaren keburu-buru.

Interview 10

Hari, Tanggal : Rabu, 27 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher
S : Student

- R : Setelah mengikuti 4 kali pertemuan menulis menggunakan teknik PWIM, apa kamu masih menemui kesulitan?
- S : Kesulitan njadiin present ke bentuk past.
- R : Cara miss menyapaikan materi di Cycle 2 gimana? Udah mudengin?
- S : Mudeng, perintahnya sudah cukup jelas.
- R : Apa kamu merasa terbantu dengan adanya gambar dan kata-kata kunci untuk menyusun kalimat?
- S : Aku jadi tau bikin kalimat harus ada subject verbnya terus juga ngebantu kalo bingung mau nulis apa.
- R : Terus menurut kamu penguasaan kata-kata bahasa Inggris kamu bertambah ngga?
- S : Nambah miss. Lumayan dapet beberapa vocabulary baru.

Interview 11

Hari, Tanggal : Rabu, 27 Mei 2015

Tempat : Kelas VIII D

Responden, R : Researcher
S : Student

- R : Tia, gimana pendapatnya setelah 2 minggu belajar menulis narrative bareng miss anin?
- S : Lumayan menarik. Pas maju ke depan labeling pictures pake kata-kata yang kita tau terus bisa ngebantu buat nulis.
- R : Berarti ngga kesulitan di labeling picture?
- S : Buat aku lumayan gampang karena kata-katanya sering diulang-ulang pas di step read and review. Terus juga ada mengeja bareng-bareng, terus juga disuruh diapalin kata-katanya sama miss anin.
- R : Ada kesusahan selama ngelakuin step-step PWIM? Susahnya dimana?
- S : Susah pas kita abis ngidentifikasi gambar terus kepikiran buat nulis kata baru di bahasa inggris, tapi ngga tau buat nranslatenya. Kadang suka males buka kamus.
- R : Kalo munculin ide buat nulis cerita gimana? susah ngga?
- S : Udah ada gambar sama kata-kata kuncinya jadi enak miss mau nulis.
- R : Masih bingung ngga nyusun kalimat jadi paragraf?
- S : Sekarang udah enggak, kan pas latihan sama miss anin di kasih keterangan orientation, complication, sama resolution, jadi lebih gampang aja miss nulisnya.
- R : Gimana komentar kamu setelah diaksih feedback dari miss anin di hasil tulisanmu?
- S : Jadi tahu salahnya dimana nulisnya, dah dibener-benerin juga
- R : Okay, terimakasih Tia udah geluangin waktu untuk wawancara ya.

Interview 12

Hari, Tanggal : Rabu, 27 Mei 2015

Tempat : Perpustakaan

Responden, R : Researcher

ET : English Teacher

R : Setelah melewati 2 cycle, Bagaimana pendapat bapak tentang penggunaan teknik PWIM dalam kegiatan menulis?

ET : Bagus, memperlancar siswa dalam membantu pemahaman siswa dalam teks. Selain itu membantu dalam proses assosiasi, terbangun terus termotivasi, anak mencari makna dalam gambar itu, kemudian menuangkan dalam tulisan yang sudah terbentuk draftnya.

R : Menurut Bapak, apakah murid menjadi lebih antusias dalam mengikuti pelajaran bahasa inggris?

ET : Iya, dari segi motivasi terlihat ada peningkatan, misalnya ketika di step yang classifying words itu, nah siswa jadi mau membuka kamus untuk tau arti dan word classnya apa. Padahal sebelumnya susah mbak buat nyuruh anak menggunakan kamus. Padahal penting itu.

R : Apakah aktivitas yang ada dalam PWIM sudah sesuai untuk kegiatan menulis siswa?

ET : Cara kita mengemas saja. Iya karena kelas juga cukup heterogen. Untuk anak yang tergolong low ability sudah cukup lumayan yah untuk perkembangan kosa katanya.

R : Tapi ada hal-hal dalam grammar masih ada yang salah pak, membuat bingung anak-anak. Mereka tidak tau secara spesifik yang posesif bagaimana, karena mereka masih bingung kata ganti milik bagaimana.

ET : Menurut kita itu mudah bagi kita tapi bagi siswa ya belum tentu. Udah mulai bisa mereka dalam menyusun kalimat meskipun grammarnya belum benar 100%. Sudah cukup jalan ini mbak.

R : Apakah menurut bapak, PWIM membantu siswa sudah cukup meningkatkan kemampuan menulis siswa setelah menggunakan strategi PWIM?

ET : Iya misalnya ini Rachel. Dia kalo diterangkan harus step by step gitu, jika menerangkan alurnya harus urut. Nah saya amati ketika proses pembelajaran, strategi ini sudah setiap step ya penerapannya. Ini sudah cukup lumayan hasilnya. Dari hasil kosa kata sudah cukup bertambah, dan konsepnya sudah dapet ya mbak, membantu untuk brainsoarming narrative text, tapi grammar memang perlu ditingkatkan.

R : Lalu masukannya pak untuk mengajarkan grammar dalam writing?

ET : Kemasannya, grammarnya dikit aja tapi jelas. Terus penggunaan kata kerja, mereka harus ngerti verbal sama nominal. Dalam mengajar terlalu banyak menerangkan. Dikit-dikit anak ditanggapi. Kalo menanggapi anak secara individual waktu kita ngga cukup.

R : Baik Pak, Terimakasih.

APPENDIX C

Course Grid

**IMPROVING THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS THROUGH THE USE
OF PICTURE WORD INDUCTIVE MODEL AT SMP N 3 MLATI IN THE ACADEMIC YEAR OF 2014/ 2015
COURSE GRID**

School : SMP N 3 Mlati
Grade/ Semester : VIII/ II
Skill : Writing
Time Allocation : 2 Meetings

CYCLE 1

Meeting	Standard of Competence	Basic Competence	Indicators	Materials	Media	Activities	Time
Meeting 1	Expressing the meanings through functional written texts and simple essays in the form of recount and narrative text in order to interact with the surroundings.	Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.	<ol style="list-style-type: none"> Students are able to identify the structure of the narrative text. Students are able to identify language features of the narrative text. Students are able to write a narrative text. 	<ul style="list-style-type: none"> narrative text entitled "<i>Bawang Putih and Bawang Merah</i>" The Generic Structure of Narrative Text: <ol style="list-style-type: none"> Orientation Complication Resolution The language features of the text: <ol style="list-style-type: none"> Nouns 	Picture word chart of " <i>Bawang Putih and Bawang Merah</i> " Picture word chart of " <i>The Unsuccessful Burglary</i> "	<u>Building Knowledge of Field</u> <ul style="list-style-type: none"> The researcher discusses the story that the students ever read before. The researcher gives an input text. The researcher shows a picture to activate students' background knowledge. The researcher 	2x40 minutes

				<p>e.g. stepsisters, stepmother, old woman, gift, pumpkin, jewelry</p> <p>2. Adjectives e.g. big, small, kind, beautiful. angry, surprised, worried, impatient</p> <p>3. Adverbs and adverbial phrases e.g. here, in the river, ever after, badly, happily</p>		<p>asks the students to identify what they see in the pictures.</p> <ul style="list-style-type: none"> - The students label the identified picture parts. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The researcher and the students identify the generic structure and the language features of the text. - The researcher asks the students to classify the words into word classes, e.g noun, adjective, verb, and adverb. - The students read and review the picture word 	
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				<p>4. Verbs in the form of past tense e.g. gave, refused, cried, threw, helped, returned, said, told, promised, thought, understood.</p> <p>5. Time connectives and conjunction e.g. then, before that, soon.</p> <ul style="list-style-type: none"> • A narrative text entitled “<i>Unsuccessful Burglary</i>” 		<p>chart</p> <ul style="list-style-type: none"> - The researcher gives example how to write a sentence based on the picture. <p><u>Joint Construction of the Text</u></p> <ul style="list-style-type: none"> - The researcher gives an incomplete text entitled “The Unsuccessful Burglary” and the picture word chart of it. - She asks the students to read the text and label the picture word chart. - The students complete the sentence using the appropriate words. 	
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				<p>Simple past tense form: S+ Verb (regular/irregular past tense form).</p> <p>Regular verb: e.g. Four burglars planned to brake into a house on yesterday night.</p> <p>Irregular verb: e.g. They wore dark clothes and caps.</p>		<p>- The students change the words into the correct form.</p> <p><u>Independent Construction of the Text</u></p> <p>- The students arrange and rewrite sentences into paragraphs to form a good story.</p>	
Meeting 2	Expressing the meanings through functional written texts and simple essays in the form of recount and	Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using	<ol style="list-style-type: none"> 1. Students are able to identify the structure of the narrative text. 2. Students are able to 	<ul style="list-style-type: none"> • A narrative text entitled “Cinderella”. - Generic Structure <ol style="list-style-type: none"> 1. Orientation 2. Complication 3. Resolution 	<p>Picture word charts of “Cinderella”</p> <p>Picture word charts of “Timun Emas”</p>	<p><u>Building knowledge of Field</u></p> <p>- The researcher asked some questions to activate the student’s background</p>	2x40 Minutes

	narrative text in order to interact with the surroundings.	written language accurately, fluently, and appropriately in order to interact with the surroundings.	identify language features of the narrative text. 3. Students are able to write a narrative text.	<p>- Language Features:</p> <ol style="list-style-type: none"> 1. Verbs in the past tense form e.g. treated, received, declared, saw, began 2. Adjectives e.g. arrogant, glad excited 3. Nouns e.g. King, prince, invitation, clock 4. Noun Phrases e.g. a beautiful young girl, fairy godmother 5. Adverbial phrases e.g. Once upon a time, one day 		<p>knowledge.</p> <ul style="list-style-type: none"> - The students read the model of a narrative text. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The students identify the generic structure of the text. - The students identify noun, adjective, verb, and adverb. - The students discuss the use of simple past tense. <p><u>Joint construction of the Text</u></p> <ul style="list-style-type: none"> - The researcher provides the picture word chart on the white board. - The students 	
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				<ul style="list-style-type: none"> • A narrative text entitled “<i>Timun Emas</i>” • Simple past tense form: Subject + Verb (regular/ irregular past tense form) <p>Regular verb e.g. Her parents remembered their promise.</p> <p>Irregular verb e.g. The giant gave a child to the farmers.</p>		<p>label the picture word chart by choosing the appropriate words.</p> <ul style="list-style-type: none"> - The students write verb in past tense form. - The Students generate the collected words into sentences. - The students put the sentences in the right order. <p><u>Independent Construction of the Text.</u></p> <ul style="list-style-type: none"> - The students develop sentences into paragraphs. - The Students read and review their writing. 	
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IMPROVING THE EIGHTH GRADE STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS THROUGH THE USE OF PICTURE WORD INDUCTIVE MODEL AT SMP N 3 MLATI IN THE ACADEMIC YEAR OF 2014/ 2015

COURSE GRID

School : SMP N 3 Mlati
Grade/ Semester : VIII/ II
Skill : Writing
Time Allocation : 2 Meetings
CYCLE 2

Meeting	Standard of Competence	Basic Competence	Indicators	Materials	Media	Activities	Time
Meeting 1	Expressing the meanings through functional written texts and simple essays in the form of recount and narrative text in order to interact with the surroundings.	Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.	<ol style="list-style-type: none"> 1. Students are able to identify the structure of the narrative text. 2. Students are able to identify language features of the narrative text. 3. Students are able to write a narrative text. 	<ul style="list-style-type: none"> • A narrative text entitled “<i>Snow White</i>” - Generic Structure <ol style="list-style-type: none"> 1. Orientation 2. Complication 3. Resolution - Language Features: <ol style="list-style-type: none"> 1. Nouns e.g. prince, princess, queen, king, dwarfs, mirror 2. Adjectives e.g. handsome, beautiful, 	<ul style="list-style-type: none"> • Picture Word chart of characters in fairy tales. • Picture Word Chart of “<i>Snow White</i>” 	<u>Building Knowledge of Field</u> <ul style="list-style-type: none"> - The researcher gives some picture word charts and an input text. - The students answer some comprehension questions about the text. - The researcher shows a picture to activate their background knowledge. - The researcher asks the students to identify what they see in the pictures. 	2x40 minutes

				<p>kind, wicked, jealous</p> <p>3. Time connectives and conjunction e.g. then, before that, soon.</p> <p>4. Adverbs and adverbial phrases e.g. here, in the forest, happily ever after.</p> <p>5. verbs in the form of past tense e.g. cursed, lived, decided went, threw, bought.</p> <p>6. Linking verbs e.g. was, became,</p>		<p>- The students label the identified parts of the pictures.</p> <p><u>Modeling of the Text</u></p> <p>- The students read and review the words.</p> <p>- The students present parts of noun group, verb group, adjective group, and prepositional phrases of place.</p> <p><u>Joint Construction of the Text</u></p> <p>- The students decide which pictures will be the orientation, complication, and resolution of the story.</p> <p>- The students change the words into the correct forms.</p>	
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				<p>looked.</p> <ul style="list-style-type: none"> • Simple past tense form: Subject + Verb (regular/ irregular past tense form) <p>Regular verb e.g. Snow White escaped into a forest.</p> <p>Irregular verb e.g. Snow White ate the apples.</p>		<p><u>Independent Construction of the Text</u></p> <ul style="list-style-type: none"> - The students arrange sentences into paragraphs. - The students read and review their writing. 	
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Meeting 2	Expressing the meanings through functional written texts and simple essays in the form of recount and narrative text in order to interact with the surroundings.	Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.	<ol style="list-style-type: none"> 1. Students are able to identify the structure of the narrative text. 2. Students are able to identify language features of the narrative text. 3. Students are able to write a narrative text. 	<ul style="list-style-type: none"> • The pictures word chart entitled “<i>Malin Kundang</i>” - Generic Structure <ol style="list-style-type: none"> 1. Orientation 2. Complication 3. Resolution - Language Features: <ol style="list-style-type: none"> 1. Nouns e.g. mother, wife, merchant, rock 2. Verbs in the form of past tense e.g. asked, went, sailed, said, landed, denied, met, cursed, turned 3. Adjectives e.g. rich, wealthy, lonely 	<p><u>Building knowledge of Field</u></p> <ul style="list-style-type: none"> - The researcher shows some picture word charts entitled “<i>Malin Kundang</i>”. - The researcher and the students discuss the story based on the pictures. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The students label the pictures using the appropriate words. - The students collect a group of noun, adjective, verb, and adverb based on the items of the picture that they have labelled. <p><u>Joint construction of the Text</u></p>	2x40 Minutes
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				<p>4. Adverbial phrases e.g. suddenly</p> <ul style="list-style-type: none"> Simple past tense form: Subject + Verb (regular/ irregular past tense form) <p>Regular verb e.g. Malin Kundang's ship landed on his village.</p> <p>Irregular verb e.g. Malin Kundang became wealthy.</p>		<ul style="list-style-type: none"> Students make a draft of narrative text. Students decide the characters that will be told in the story. The students describe the characters by identifying the pictures and using the cue words. Students decide which pictures will be the orientation, complication, and resolution of the story. <p><u>Independent Construction of the Text</u></p> <ul style="list-style-type: none"> The students generate the collected words 	
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						<p>into sentences</p> <ul style="list-style-type: none">- The students arrange the sentences into paragraphs.- The students read and review their writing.	
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APPENDIX D

LESSON PLANS

LESSON PLAN

(CYCLE 1)

The Name of the school	: SMP N 3 Mlati
Subject	: English
Grade/ Semester	: VIII/ II
Time Allocation	: 2 meetings (4 x 40 minutes)
Skill	: Writing
Text Type	: Narrative Text

A. Standard of Competence

Expressing the meanings through functional written texts and simple essays in the form of recount and narrative text in order to interact with the surroundings.

B. Basic Competence

Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.

C. Indicators

1. Students are able to identify the structure of the narrative text.
2. Students are able to identify language features of the narrative text.
3. Students are able to write a narrative text.

D. Learning Objective

At the end of the lesson, the students are expected to be able to write a simple narrative text communicatively, accurately, and acceptably.

E. Learning Materials

ACTIVITY 1

Let's Build the Field

Have you ever heard about the story of *Bawang Putih and Bawang Merah*? Look at this picture below. What comes in your mind when you are looking at this picture? Please label the items in the picture that you can identify.



ACTIVITY 2

Let's Learn the Model

Read and learn the generic structure of the text.

Bawang Putih and Bawang Merah

Once upon a time there was a beautiful girl called Bawang Putih. Her mother died when she was a baby. Her father remarried another woman and later her step sister was born. Her step sister name was Bawang Merah.

Orientation

Unfortunately several years later Bawang Putih's father was died. Her step mother and her step sister treated Bawang Putih badly and they always asked her to do all the household chores.

Complication

One morning, Bawang Putih was washing some clothes in the river accidentally her mother's clothes were washed by the river. She was really worried so she walked along the riverside to find the clothes. Finally she met an old woman. The old woman said she kept the clothes and would give them back to Bawang Putih if she helped her do the households chores.

Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave a gift to Bawang Putih. The old woman asked Bawang Putih to choose the gift. The old woman had two pumpkins. One pumpkin was small and the other one was big. Bawang Putih took the small pumpkin because she was not a greedy girl.

When Bawang Putih arrived home, her step mother and Bawang Merah were so angry. Then Bawang Putih told about the clothes, the old woman, and the pumpkin and. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they were surprised. Inside the pumpkin was found jewelries.

After that the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. But then she refused and asked the old woman to give her a big pumpkin. The old woman gave her the big pumpkin. Then, Bawang merah arrived at home. Her mother was impatient. She smashed the pumpkin to the floor but they screamed. The pumpkin contained a lot of snakes

After that Bawang merah said to her mother "Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn't like that. We have to apologize to Bawang Putih," Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. The family was not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

Sequence of events

Resolution

Adapted from: <http://indonesianfolklore.blogspot.com/2007/11/bawang-merah-and-bawang-putih-folklore.html>

ACTIVITY 3

Work in pairs and answer the questions.

1. With whom did Bawang Putih live?
2. How did the step mother and Bawang merah treat bawang putih after her father died?
3. Who gave the clothes back to Bawang Putih?

4. Did Bawang Putih help the old woman doing the households chores?
5. Did Bawang Merah get the same kind of pumpkin like Bawang putih?
6. What is the resolution of this text?

Notes.

The text above is a narrative text. Narrative texts focus on a pattern of events. The purpose of the text is to entertain and educate the reader.

The steps for constructing a narrative text are:

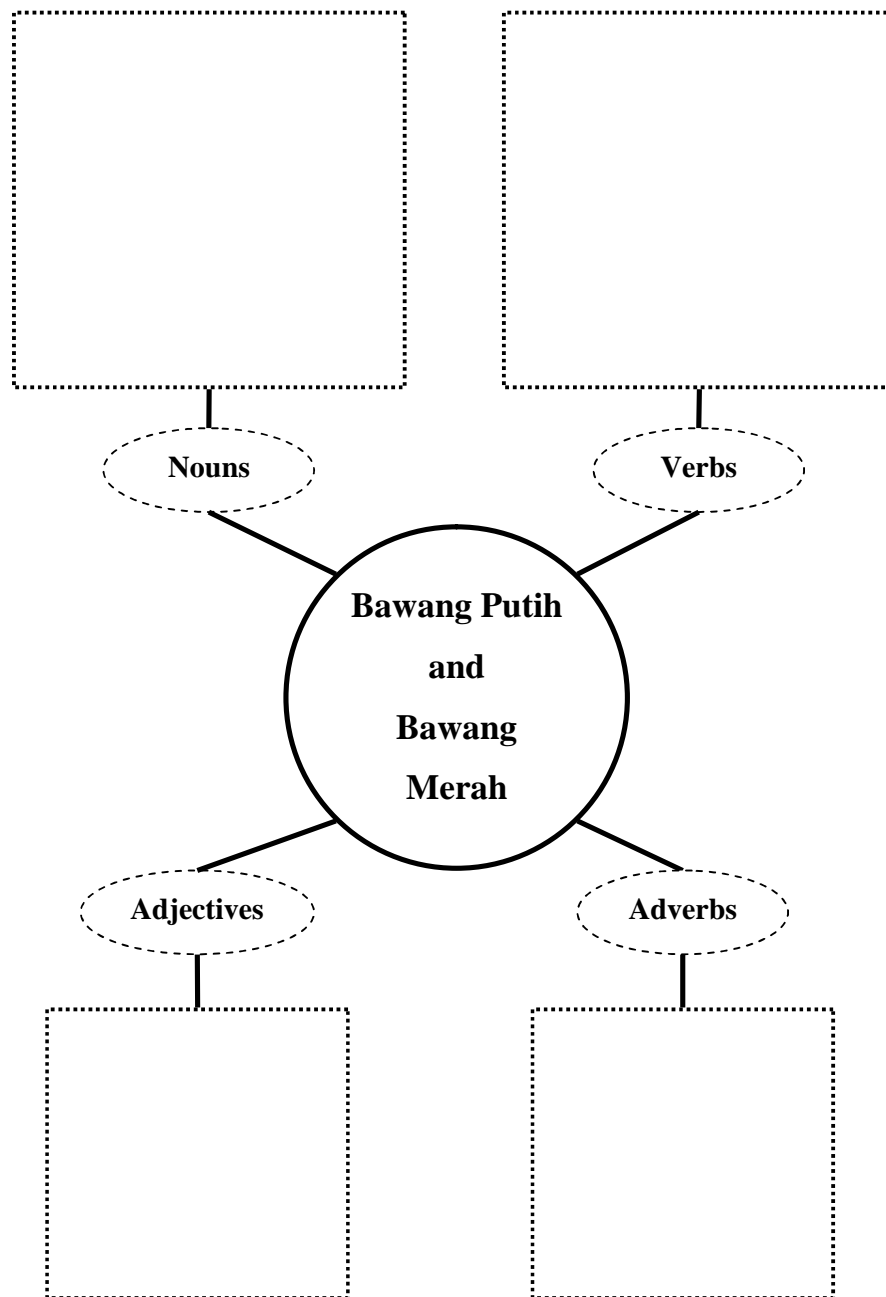
- an orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place, and where the action is happening)
- a complication that sets off a chain of events that influences what will happen in the story
- a sequence of events where the characters react to the complication
- a coda that provides a comment or moral based on what has been learned from the story (an optional step)

The language features usually found in narrative are:

- specific characters
- time words that connect events to tell when they occur
- verbs to show the actions that occur in the story
- descriptive words to portray the characters and settings

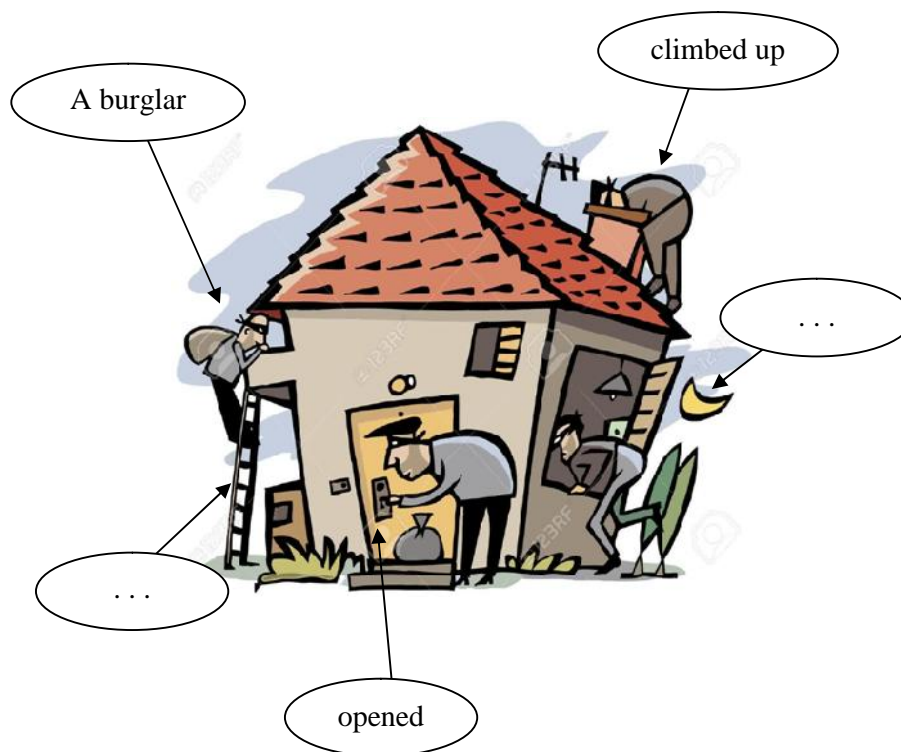
ACTIVITY 4

Reread the text on activity 2 and identify the language features of the text “*Bawang Putih and Bawang Merah*”. Then, write the words that you have identified in the chart below.



ACTIVITY 5**Let's Learn to Construct Texts**

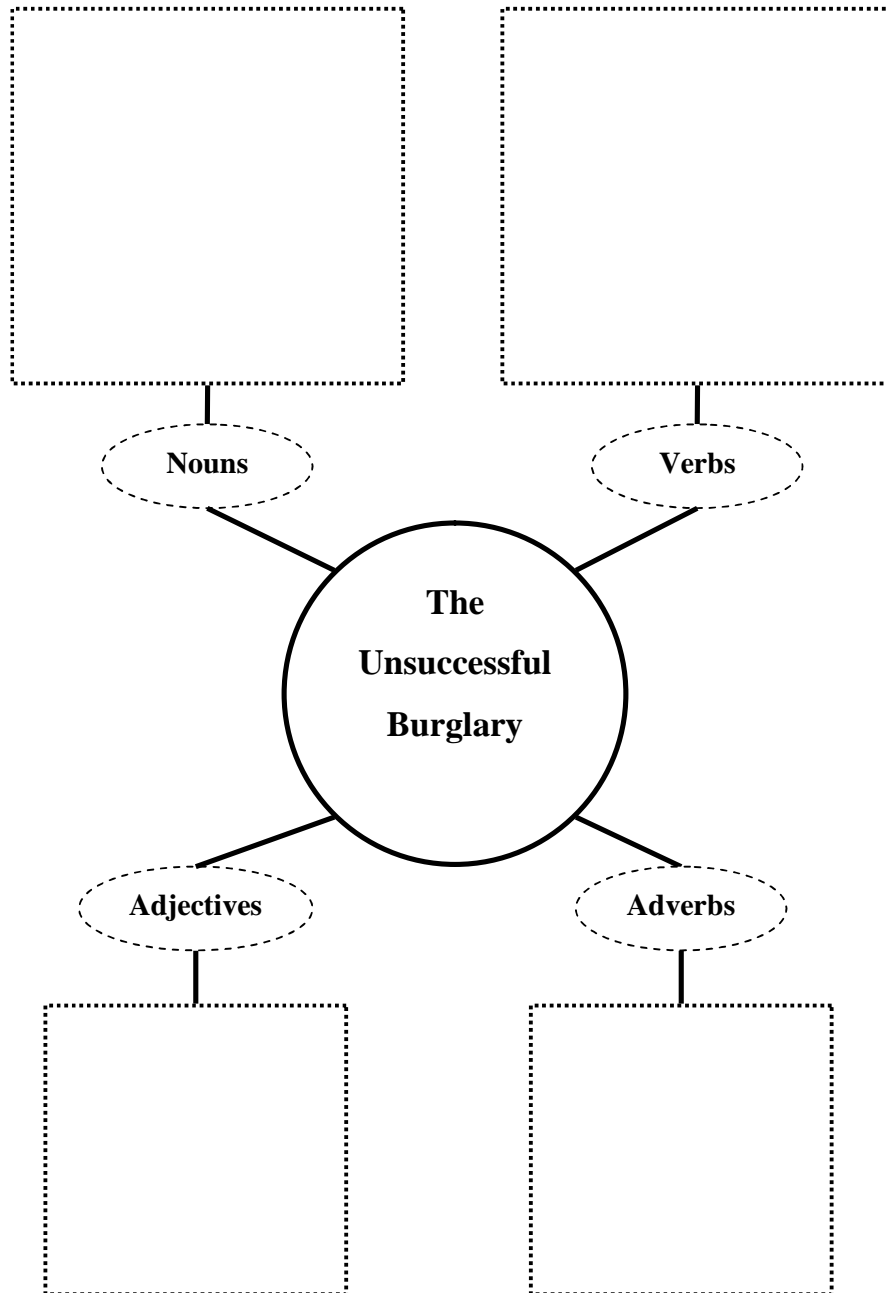
Please look at the picture bellow. Brainstorm your idea related to the picture by writing a word or phrase inside each bubble.



Picture Source: https://www.123rf.com/photo_13725795_cartoon-scene-of-4-thieves-break-into-house.html

ACTIVITY 6

After identifying the picture, please classify the words that you have identified in the chart below.



ACTIVITY 7

Study the following explanation. After that, please work in pairs and complete the blanks with the words provided in the box. Don't forget to change them into past form.

- Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb (past tense form)

Examples:

Some burglars tried to enter the house silently.

S V2

One burglar entered the house through the window.

S V2

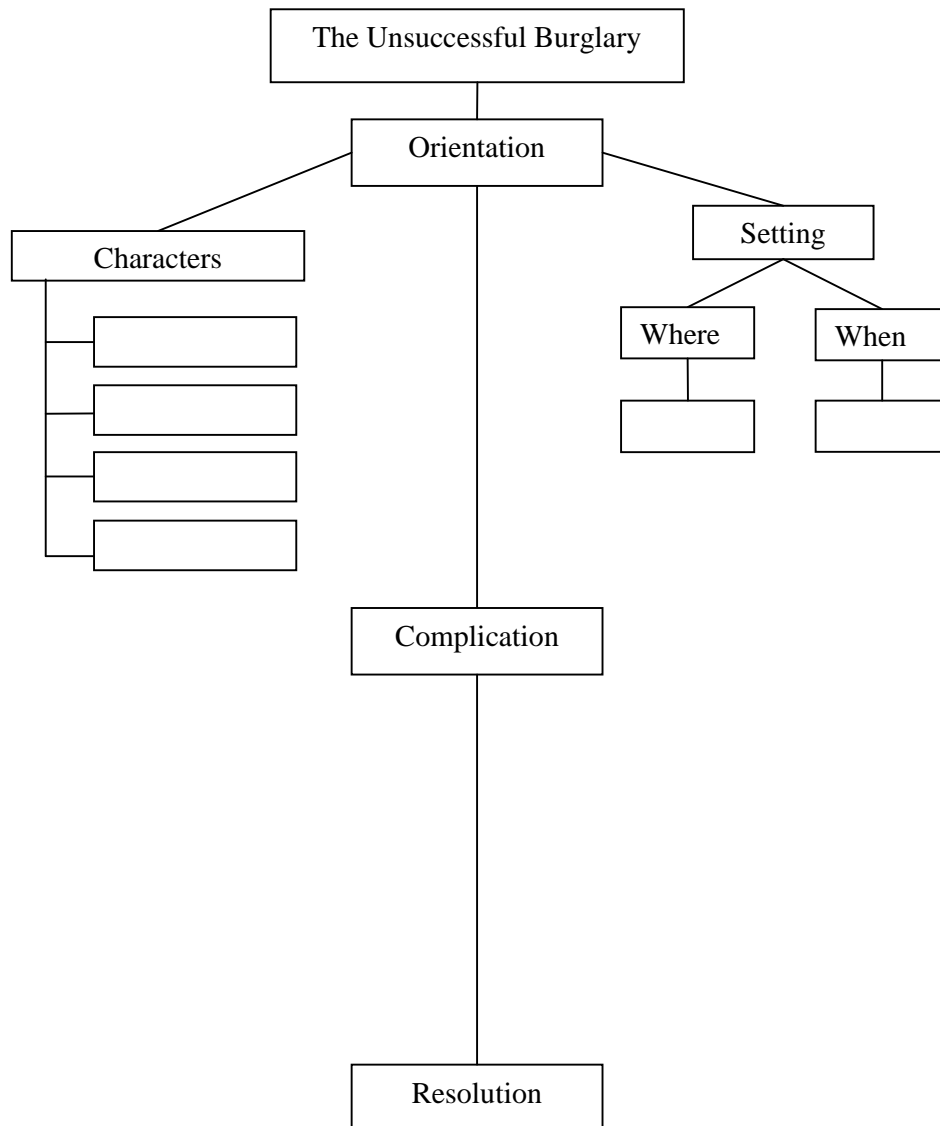
- Usually, you use the following adverbs of time in simple past tense:
yesterday
last week
last . . .
two days ago
. . . ago

- Four burglars . . . to brake into a house on yesterday night.
- One burglar . . . a length of rope.
- The other one . . . a box of tools.
- They . . . dark clothes and caps.
- They . . . over the garden wall.
- They . . . silently along the side of the house.
- One burglar swiftly . . . a drainpipe.
- They . . . the window of the room.
- They . . . silently into the hall.
- One burglar accidentally . . . over a vase.
- The vase . . . to the ground with a loud noise.
- The burglars . . . for the window.
- They . . . into the darkness.
- The householder . . . a quick search.
- Nothing . . . missing.

plan	hold	slip	climb up	knock	dash	make
carry	wear	creep	open	crash	disappear	is

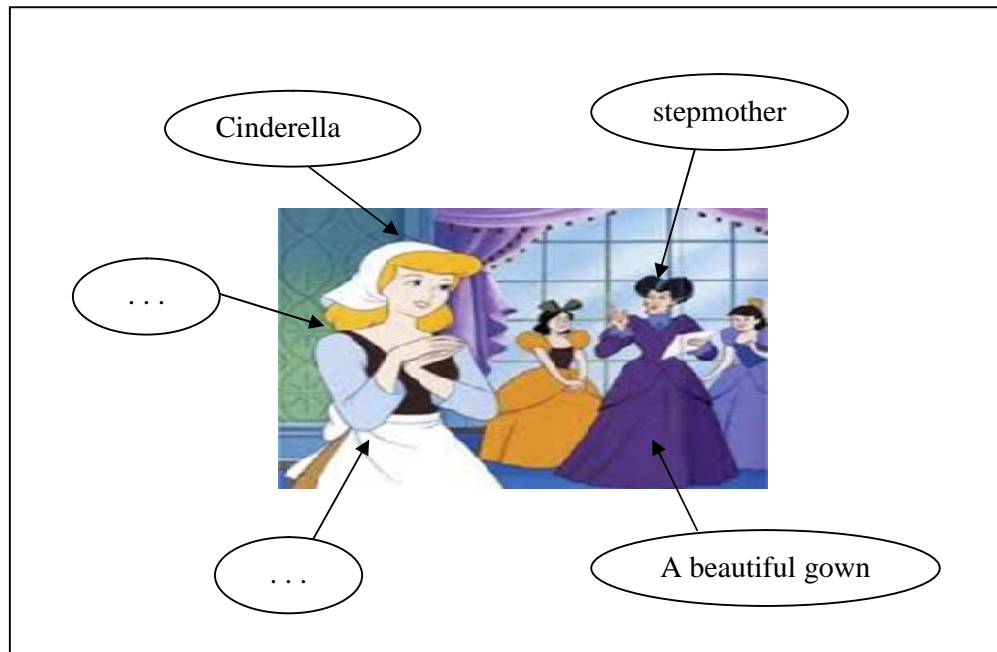
ACTIVITY 8

Draft the sentences that you have completed on activity 7 into the chart below.

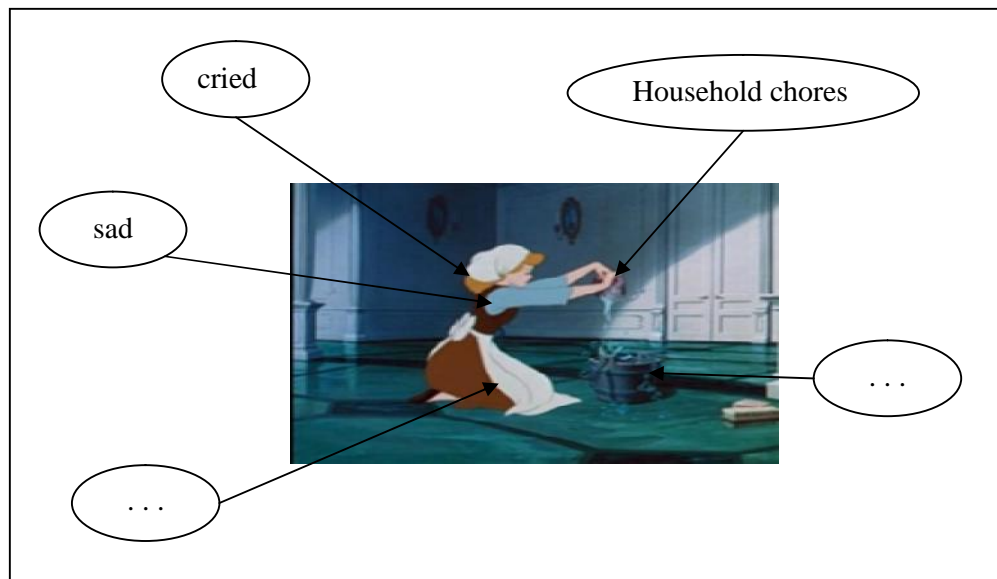


ACTIVITY 9**Let's construct the Text**

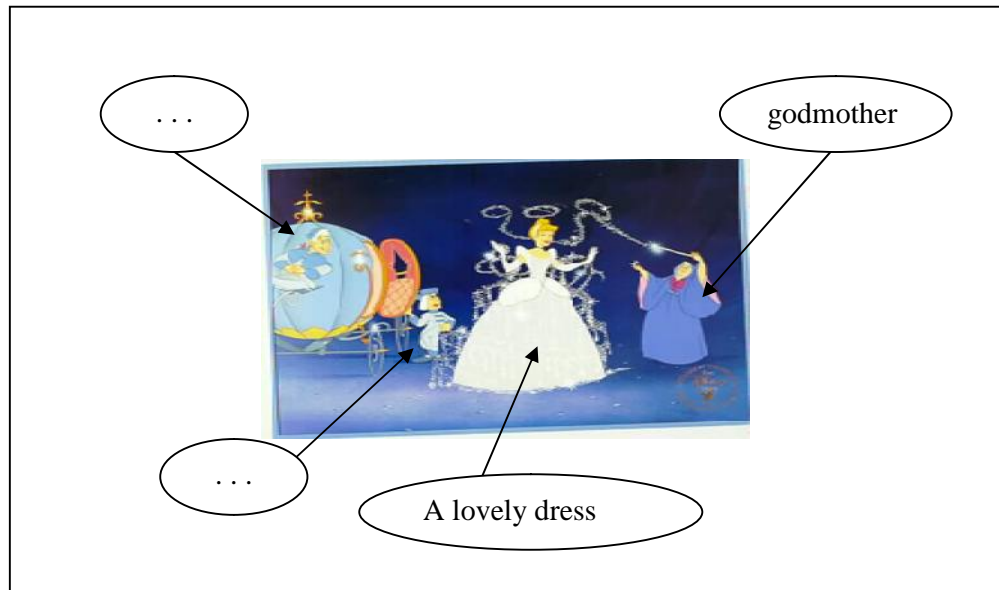
Look at the following pictures, please brainstorm your idea and list the vocabularies based on the following pictures.



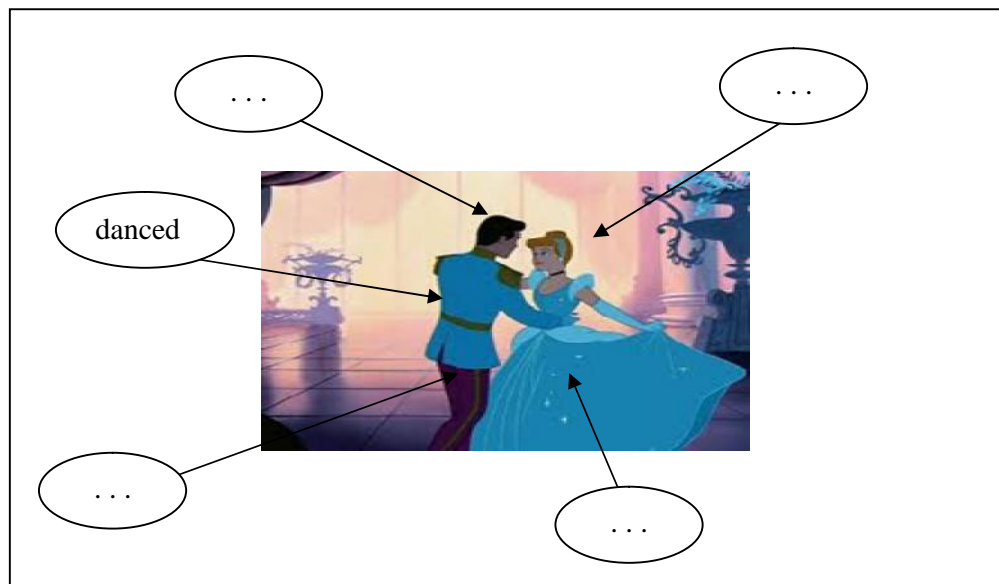
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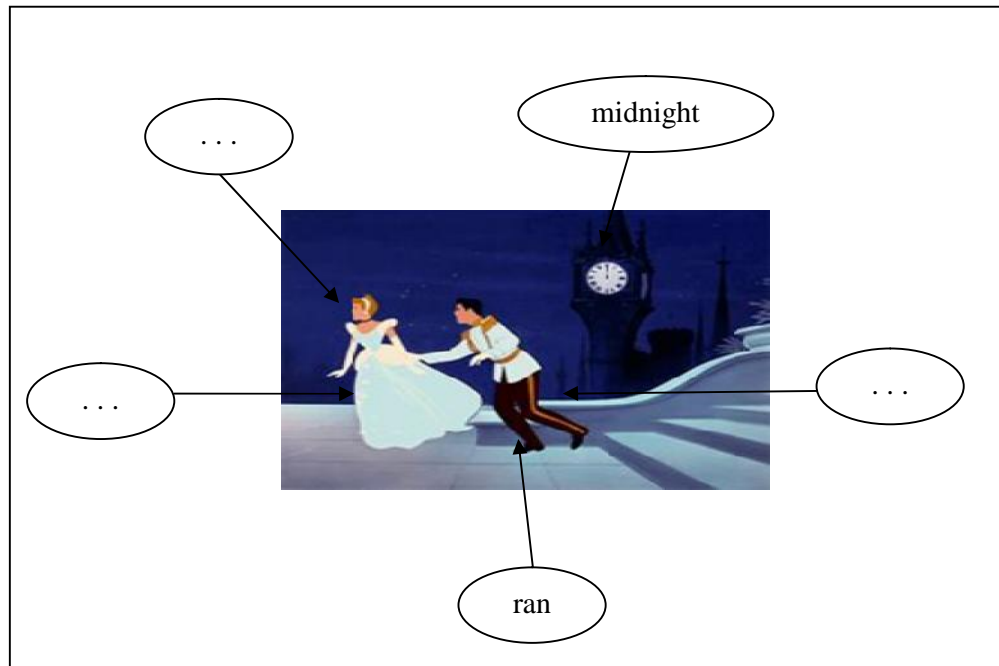
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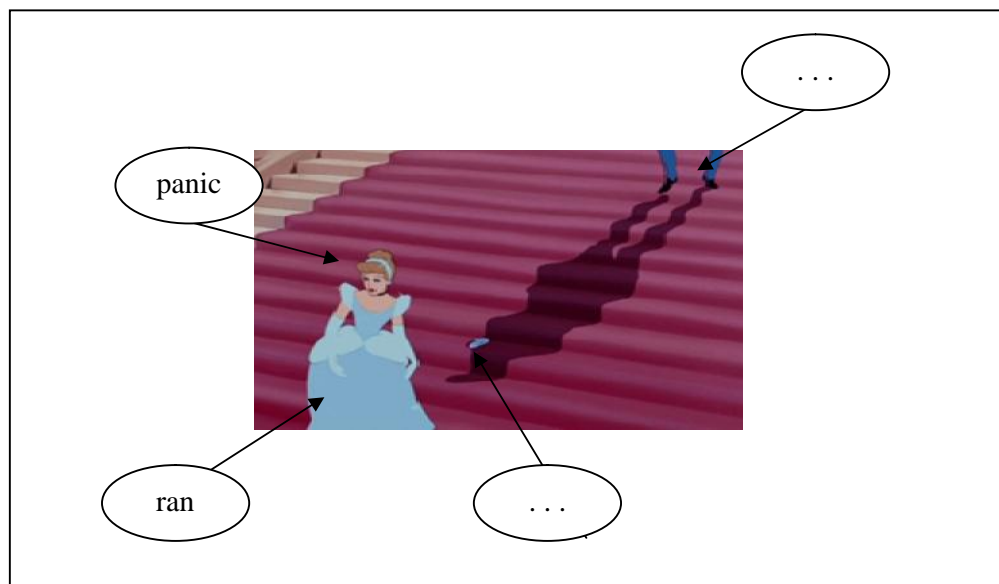
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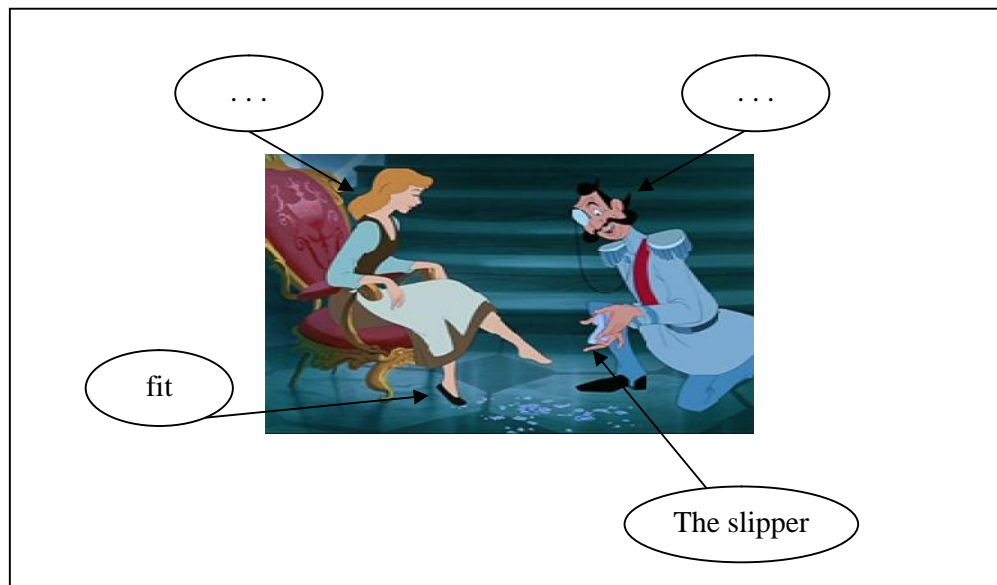
(iv)



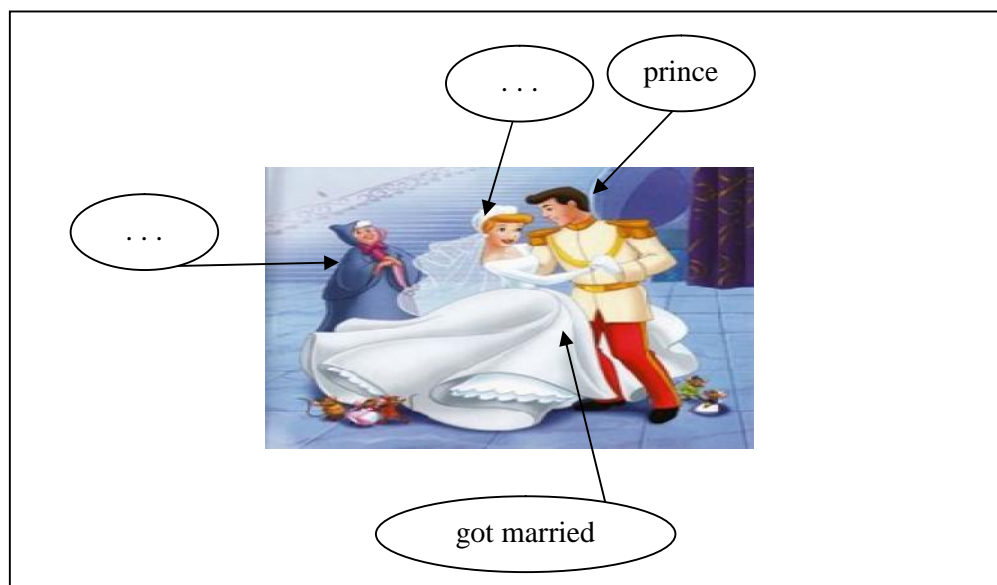
(v)



(vi)



(vii)



(viii)

Source: <http://image-cdn.zap2it.com/images/cinderella-royals2.jpg>

ACTIVITY 10

Sequence these jumbled paragraphs into a good text. Be careful with the punctuation and spelling.

One day, the king invited all the ladies in the Kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step-sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball too.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night.

Once upon a time, there was a girl named Cinderella. She lived with her step-mother and two step-sisters. She had to do all the household chores.

After searching for a long time, finally they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

Just then, a fairy godmother came. With her magic hand, she gave Cinderella a coach, two horses, and footmen.

Adapted from: <http://freeenglishcourse.info/cinderella-story-the-clearer-example-of-narrative-text/>

ACTIVITY 11

Write the paragraphs that you have arranged into paragraphs bellow. Check the generic structure of the text and pay attention to the linguistic features, spelling, punctuation, and capital letter. After that, make the final draft of your text and publish your text.

Title:

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Orientation:

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Complication:.....

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Resolution:.....

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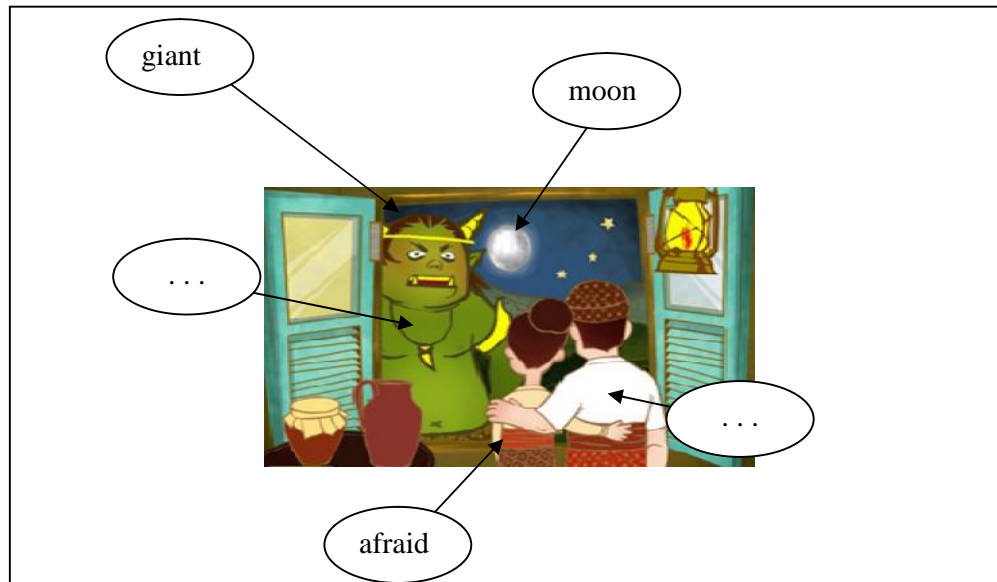
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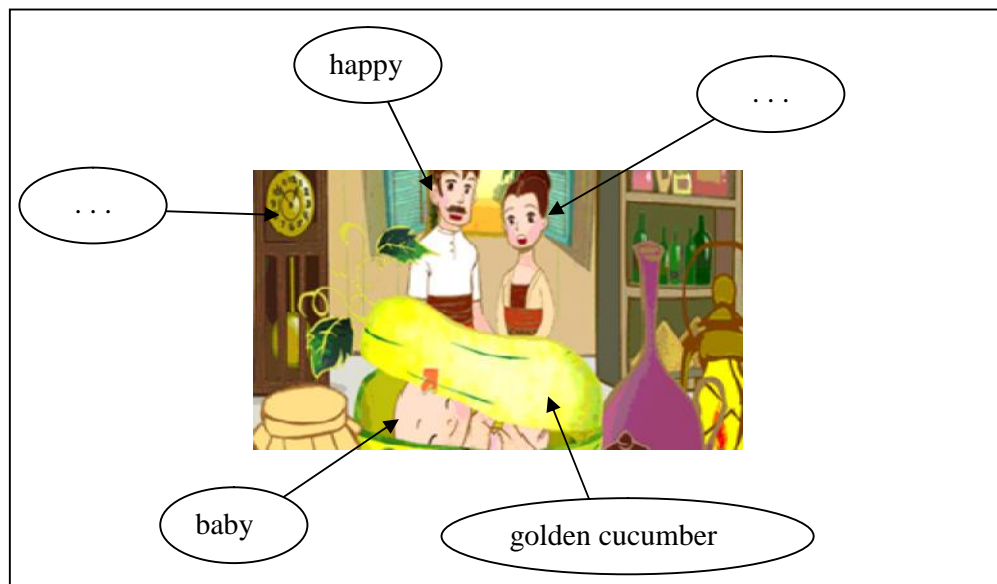
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ACTIVITY 12

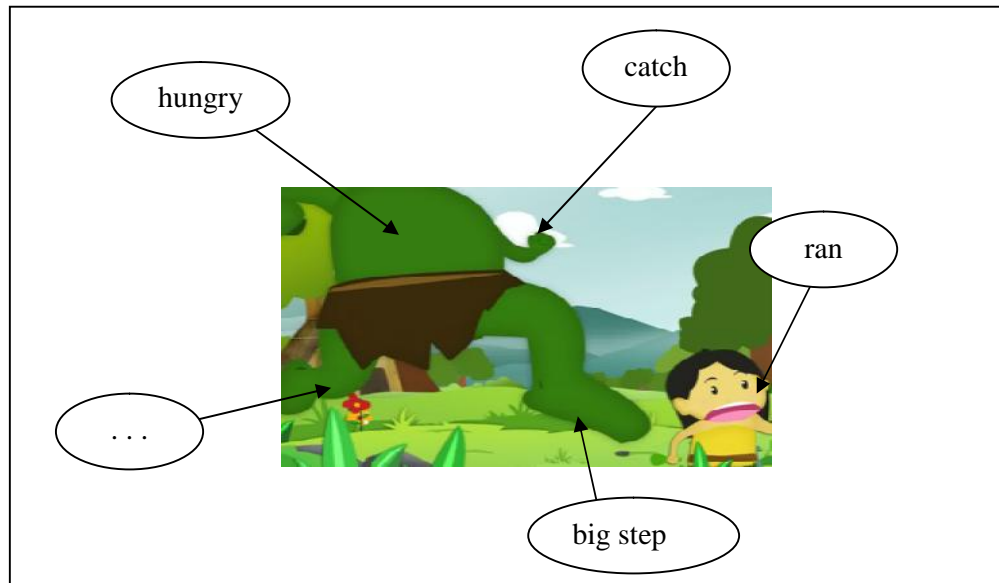
Write words that you can identify based on the pictures below.



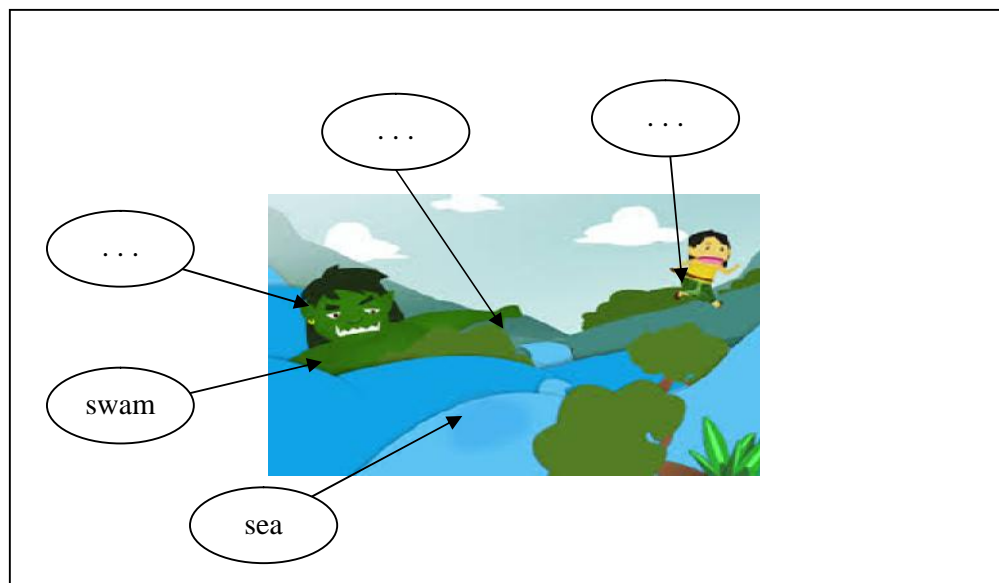
(i)



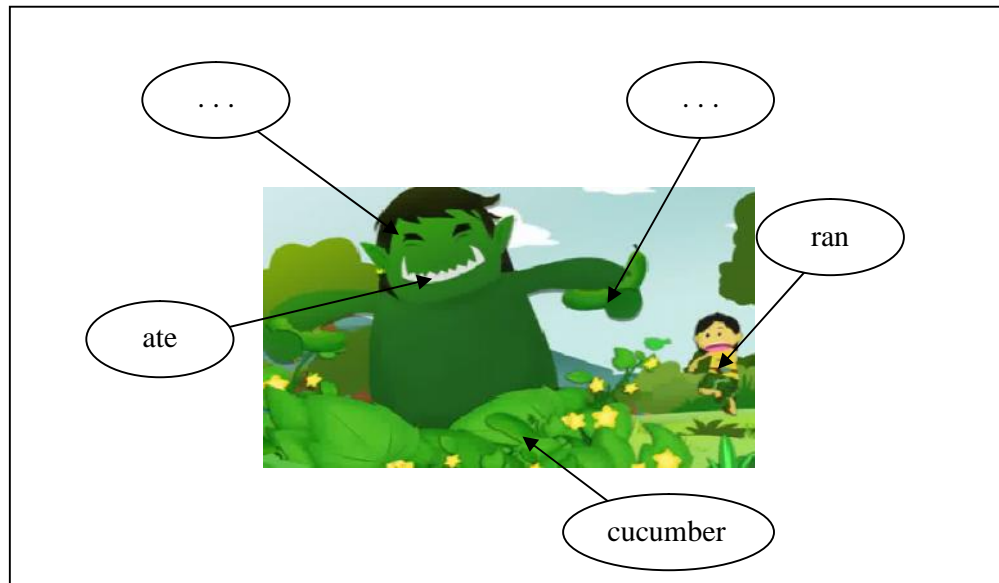
(ii)



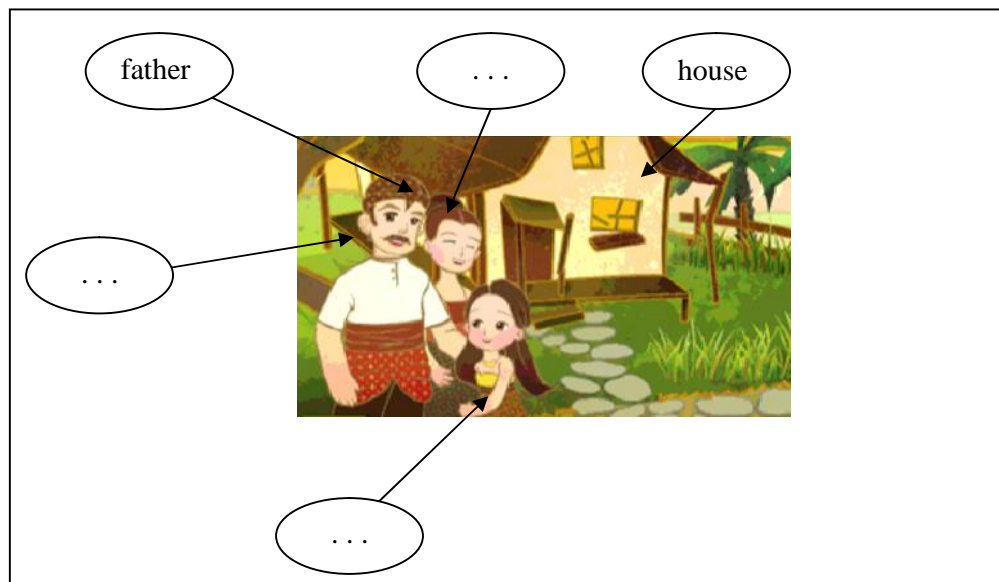
(iii)



(iv)



(v)

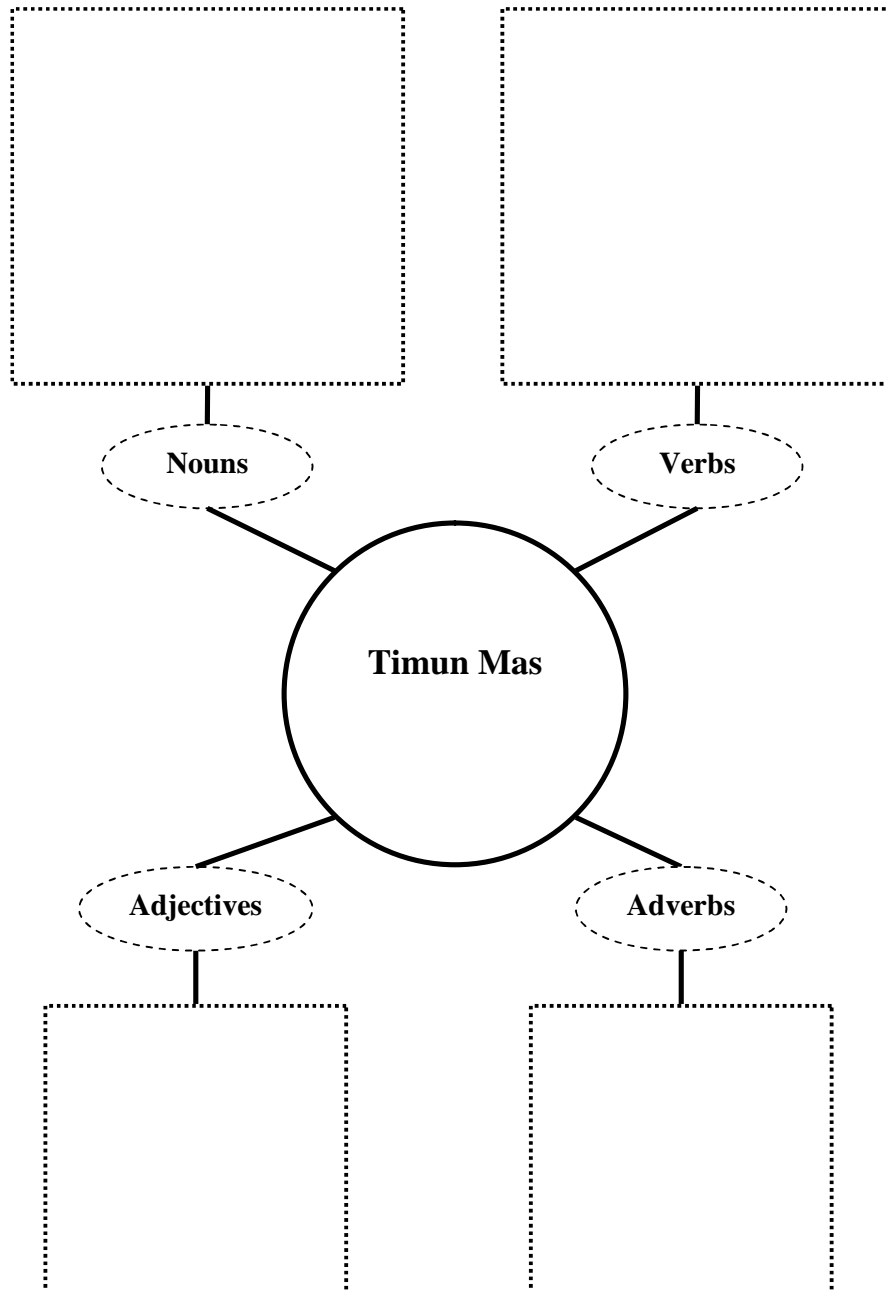


(vi)

Picture Source: <http://childrenstech.com/blog/archives/11768>

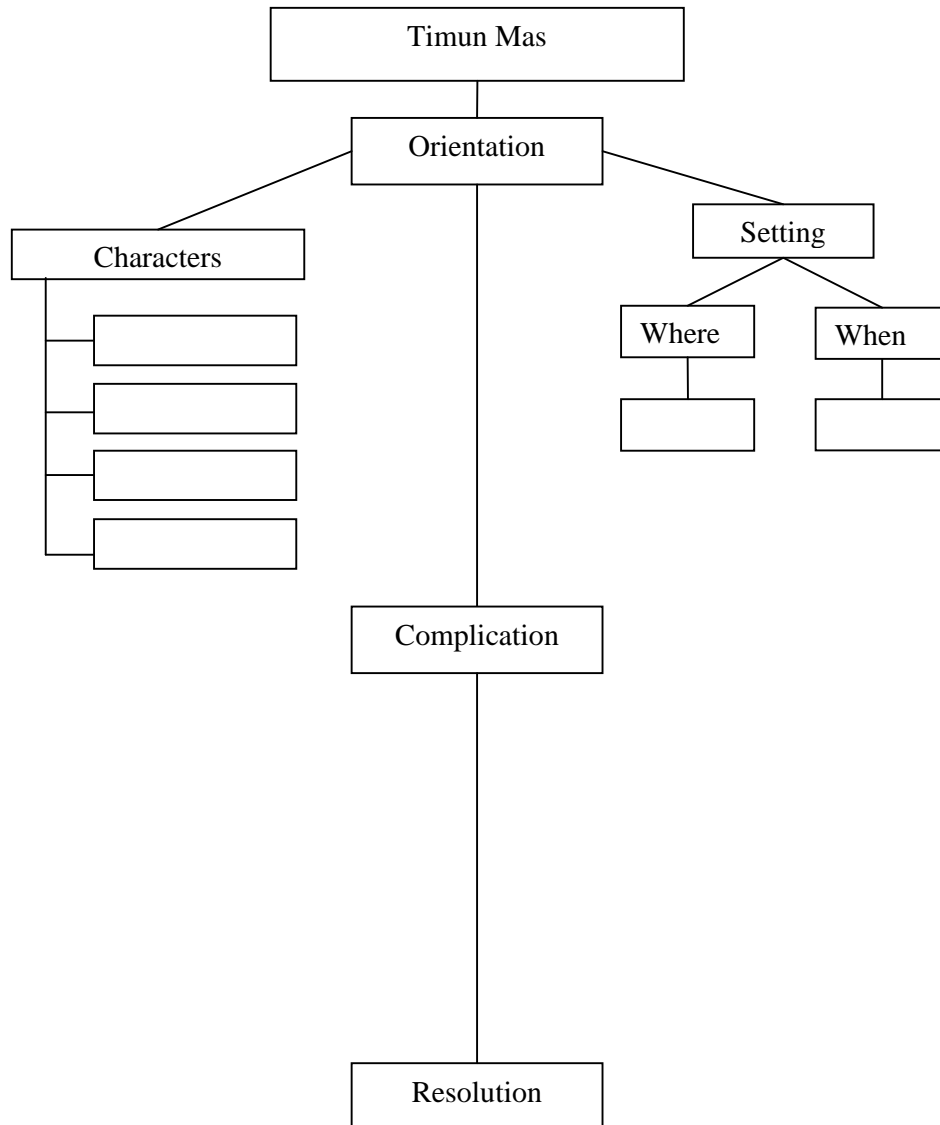
ACTIVITY 13

After identifying the picture, please classify the words that you have identified in the chart below.



ACTIVITY 14

After identifying the words, please write sentences and arrange your draft in the chart below.



ACTIVITY 15

After drafting, please check the generic structure of the text and pay attention to the linguistic features, spelling, punctuation, and capital letter. After that, make the final draft of your text and publish your text.

Title:

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Orientation:

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Complication:.....

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Resolution:.....

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F. Teaching Method

Picture Word Inductive Model

The steps of Picture Word Inductive Model (PWIM):

1. Selecting the pictures
2. Identifying and labeling the pictures
3. Reading and reviewing the picture word chart
4. Creating a title
5. Generating words into sentences and paragraphs
6. Reading and reviewing the sentences and paragraphs

G. Procedures

No	Learning Activities	Time Allocation
1.	Pre Teaching <ul style="list-style-type: none"> - The researcher greets the students. - The researcher checks the students' attendance. - The researcher leads praying. - The researcher gives lead-in question. 	10 minutes
2.	Whilst Teaching Meeting 1 <u>Building Knowledge of Field</u> <ul style="list-style-type: none"> - The researcher discusses the story that the students ever read before. - The researcher gives an input text. - The researcher shows a picture to activate students' background knowledge. - The researcher asks the students to identify what they see in the pictures. - The students label the identified picture parts. 	55 minutes

	<p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The researcher and the students identify the generic structure and the language features of the text. - The researcher asks the students to classify the words into word classes, e.g noun, adjective, verb, and adverb. - The students read and review the picture word chart - The researcher gives some examples how to write a sentence based on the picture. <p><u>Joint Construction of the Text</u></p> <ul style="list-style-type: none"> - The researcher gives an incomplete text entitled “The Unsuccessful Burglary” and the picture word chart of it. - She asks the students to read the text and label the picture word chart. - The students complete the sentence using the appropriate words. - The students change the words into the correct form. <p><u>Independent Construction of the Text</u></p> <ul style="list-style-type: none"> - The students arrange and rewrite sentences into paragraphs to form a good story. <p>Meeting 2</p> <p><u>Building knowledge of Field</u></p> <ul style="list-style-type: none"> - The researcher asked some questions to activate the student’s background knowledge. - The students read the model of a narrative text. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The students identify the generic structure of the text. - The students identify noun, adjective, verb, and adverb. - The students discuss the use of simple past tense. <p><u>Joint construction of the Text</u></p> <ul style="list-style-type: none"> - The researcher provides the picture word chart on the white board. 	
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	<ul style="list-style-type: none"> - The students label the picture word chart by choosing the appropriate words. - The students write verb in past tense form. - The Students generate the collected words into sentences. <p>The students put the sentences in the right order.</p> <p><u>Independent Construction of the Text</u></p> <ul style="list-style-type: none"> - The students develop sentences into paragraphs. - The Students read and review their writing. 	
3.	<p>Post Teaching</p> <ul style="list-style-type: none"> - The researcher and students together review the lesson - The researcher explains the activities for the next meeting. - The researcher closes the lesson. 	15 minutes

H. Media

- Picture Word Chart

I. Learning Sources

Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 2*. Australia: Macmillan Education PTY.LTD

Priyana, J. et al. 2008. *Scaffolding: English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional.

J. Assessment

- Technique: writing test
- Instrument: students' worksheet
- Rubric: Writing Rubric (Appendix f)

Adapted from: Jacob's et al's scoring profile in Weigle (2002:116)

Mlati, May 2015

Researcher

Anindita Nur Indra

NIM: 11202241053

LESSON PLAN

(CYCLE 2)

The Name of the school	: SMP N 3 Mlati
Subject	: English
Grade/ Semester	: VIII/ II
Time Allocation	: 2 meetings (4 x 40 minutes)
Skill	: Writing
Text Type	: Narrative Text

A. Standard of Competence

Expressing the meanings through functional written texts and simple essays in the form of recount and narrative text in order to interact with the surroundings.

B. Basic Competence

Expressing meanings and rhetorical steps through simple short essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.

C. Indicators

1. Students are able to identify the structure of the narrative text.
2. Students are able to identify language features of the narrative text.
3. Students are able to write a narrative text.

D. Learning Objective

At the end of the lesson, the students are able to write a simple narrative text communicatively, accurately, and acceptably.

E. Learning Materials

ACTIVITY 1

Let's build the field.

A. Vocabulary Building

A. Fill the blank with the correct words. Use the words in the box to help you. Make some necessary changes with the words.

give	ask	try	Throw	escape	go	die
------	-----	-----	-------	--------	----	-----



1. The farmers . . . for a child to a giant.



2. The giant . . . a beautiful baby to the farmers.



3. The giant . . . to catch Timun Mas.



4. Timun Mas . . . a handful of salt and it became a sea.



5. The giant still could . . . from cucumber field.



6. The giant was drowning in the swamp, and finally he . . .



7. Timun mas immediately . . . home, and she lived happily ever after with her parent.

- B. Look at the pictures below and describe the characters. Put the following words under the right characters.

white skin	very tall	Red lips	kind	helpful
rosy cheeks	pretty	Big body	cruel	patient
big nose	short hair	sharp fangs	arrogant	wise
round eyes	gray hair	handsome	pointed nose	green skin



1. _____



2. _____



3. _____



4. _____

- C. Make sentences from the words in previous activity.

See the example:

She was Snow White. She had a white skin, round eyes, and rosy cheeks.

ACTIVITY 2**Let's learn the model.**

Look and learn.

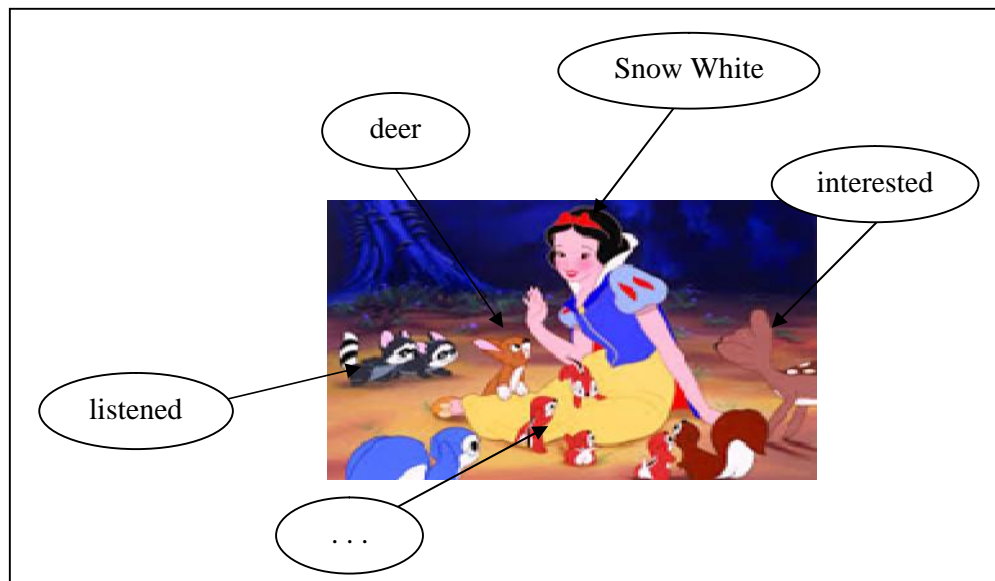
When we tell a story or construct a narrative text, we use both action verbs and linking verbs. Action verbs show actions, such as in:

- Timun Mas opened her bag and threw a handful of salt.
- Belle arrived in the castle and she found her father there.

While linking verbs connect the subject and their complements, such as in:

- Her name *was* snow white because she *had* snow white skin and red lips.
- The beast and his servants *became* human again.

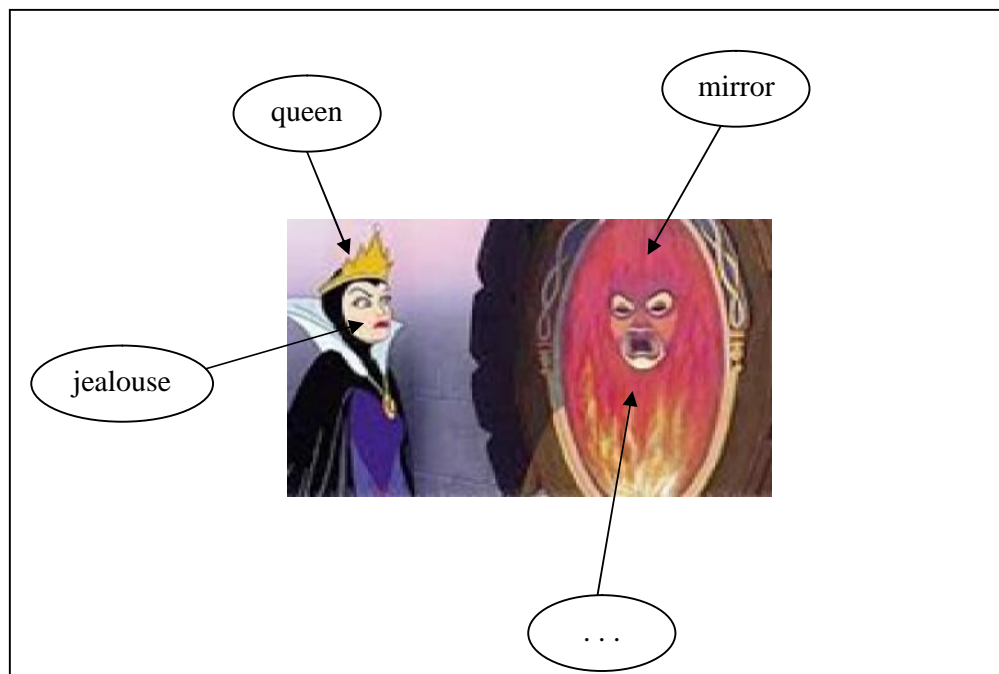
- A. Label the pictures below by using the appropriate words and read the story carefully.



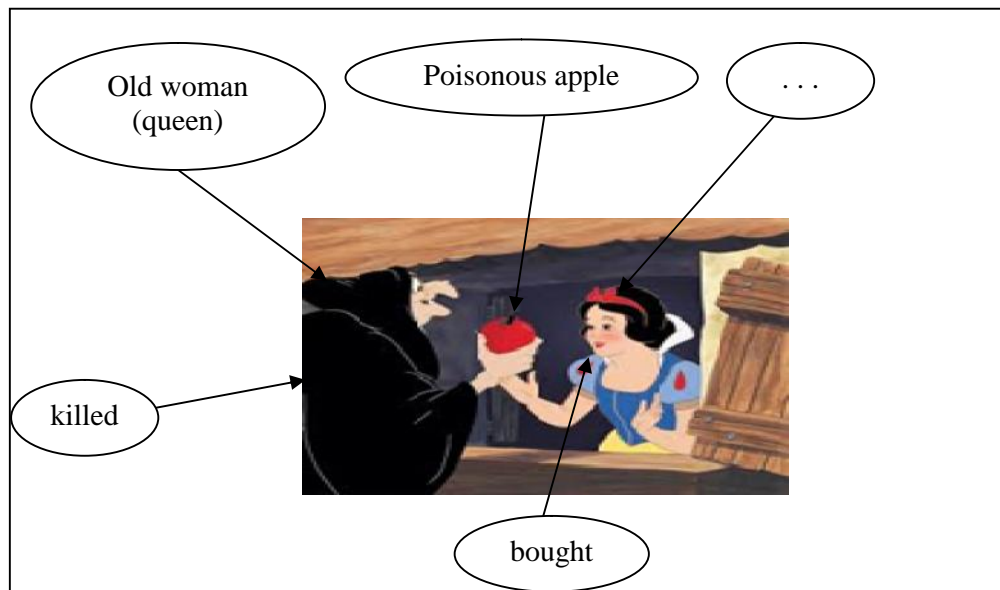
(i)



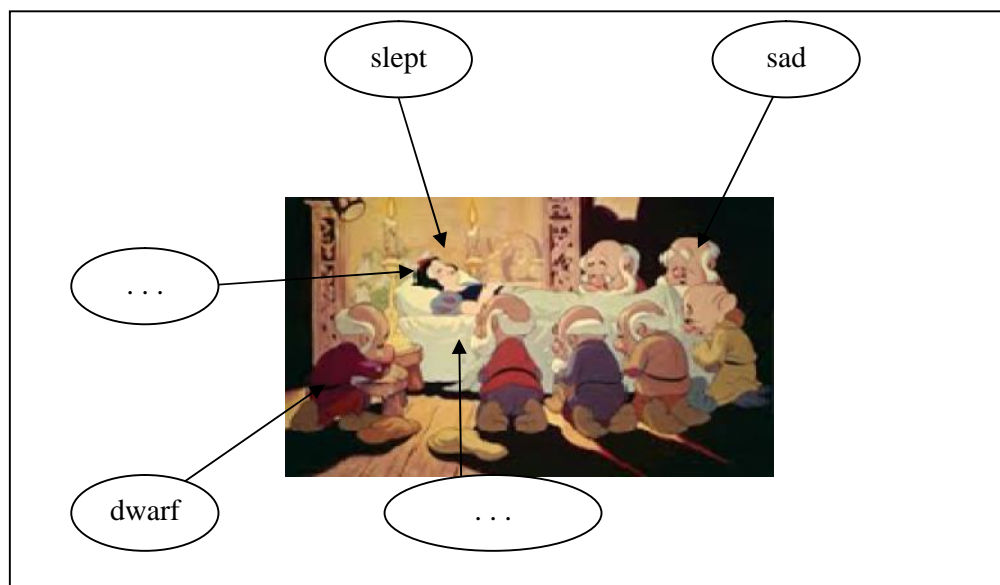
(ii)



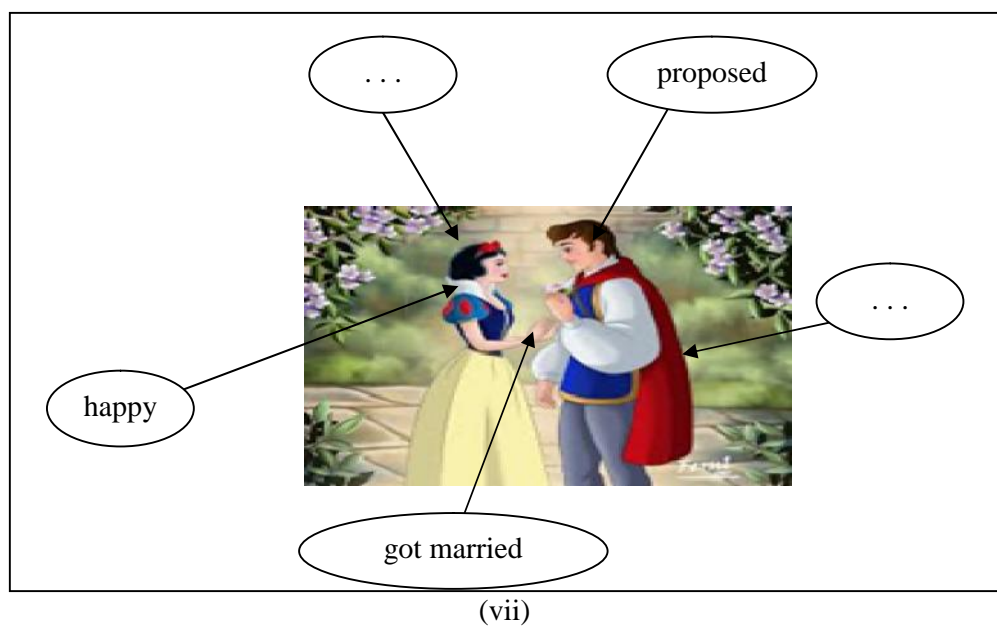
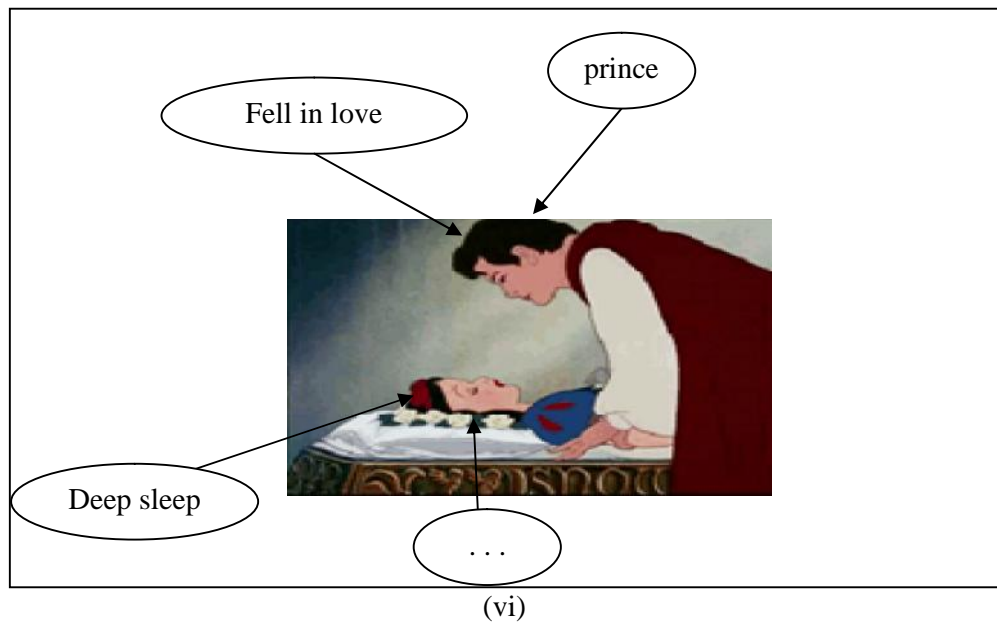
(iii)



(iv)



(v)



Picture Source: <http://image-cdn.zap2it.com/images/snowwhite.jpg>

SNOW WHITE

Once upon a time, a queen's daughter was born. She had snow white skin and red lips. The queen and the king called her Snow White. Soon after giving birth to Snow White, the queen died and the king remarried a beautiful woman who was actually wicked and mean.

The new queen had a mirror that could tell her who was the most beautiful woman on earth. For years, she had been the most beautiful woman of all, but when Snow White got older, the mirror said that Snow White was the most beautiful woman of all. She was jealous and she decided to kill snow white. The assassin took Snow White to the forest, but he did not dare to kill her.

Snow White wondered around the forest alone and found that a hut belonging to the seven dwarfs where she stayed for a while. The wicked queen find out about Snow White being alive. She was furious when she asked the mirror who was the fairest woman of all, and the mirror said, "Snow White is the fairest woman of all".

Then, the queen disguised herself as an old woman selling apples and went to the hut to sell one to Snow White. She bought one but she didn't know that apple was poisonous. Snow white ate the apple and she fell into a deep sleep. When the dwarfs found her, they couldn't do anything to help. So, they put her in a glass of coffin. They thought that she had died.

Time passed by and one day a prince came to pass the forest and found Snow White in the glass of coffin. He was fascinated by how beautiful she was and he fell in love with her. He opened the coffin and kissed her. The kiss was the cure for her deep sleep. The prince and Snow White got married and they lived happily ever after.

Adapted from: <http://freeenglishcourse.info/snowwhite-story-the-clearer-example-of-narrative-text/>

Questions.

1. What's the purpose of the text above?
2. How many characters are they? What do they look like?
3. Were there any problems (complications) in the story?
4. Were there any solutions at the end of the story?

ACTIVITY 3**Let's learn to construct the text.**

Read and learn.

We use narrative texts to entertain the reader/ the listener with our stories. A narrative text usually has three main parts: orientation, complication, and resolution.

- | | |
|--------------------|--|
| 1. Resolution | : It tells about the setting in time and place, and characters. |
| 2. Complication(s) | : This part tells about problem(s) to be solved by characters. |
| 3. Resolution | : It describes the solution to the complication(s) and gives an ending to the story. |

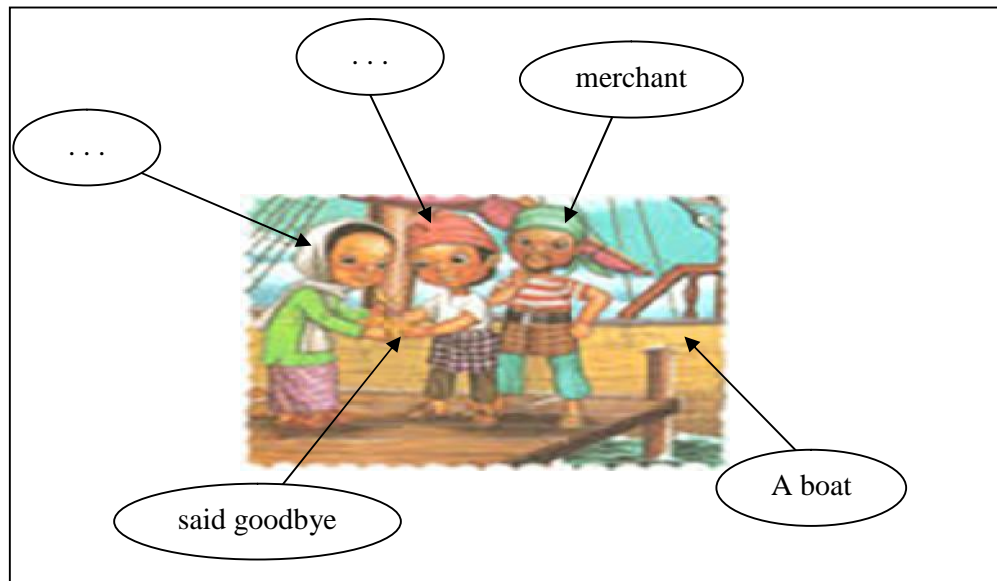
- A. Read the story again. Follow the instruction bellow.
1. Label the parts of the story.
 2. Circle the action verbs.
 3. Underline the linking verbs.
 4. Draw a square around the conjunctions (connectives).
- B. Arrange these sentences into a good paragraph. Do not forget to change the verb into past form and please re-write these sentences into readable passage.
1. Then, the Queen chases Snow White in the forest and turn into a witch. Snow White does not realize it. The witch gives her a poisoned apple.
 2. Snow White knows about the Queen's plan. She escapes into a forest. There she makes friends with seven dwarfs.
 3. Long time ago in the Neverland, there lives a very beautiful princess named Snow White.
 4. She lives with the Queen, her stepmother. The queen is very jealous of Snow White's beauty so she wants snow white to die.
 5. After Snow White eats the apple, she is put into asleep for years.
 6. Fortunately, in the end, Prince Charming is able to wake up her from a very long sleep. They marry and live together happily ever after.

ACTIVITY 4**Let's construct the text.**

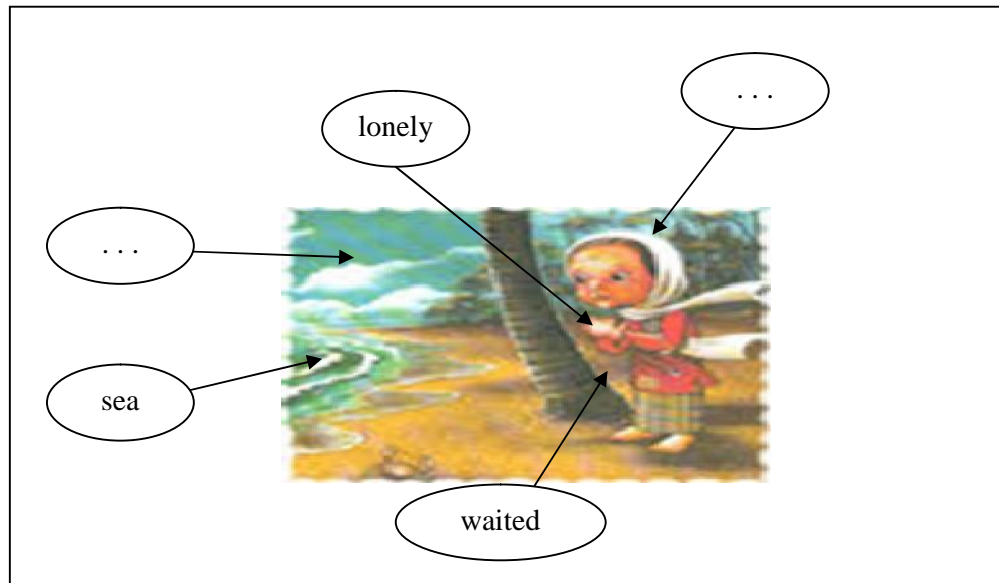
- A. Work individually. Think of sentences to write about the pictures. Use the given cue words to help you.

In writing the text, please consider these:

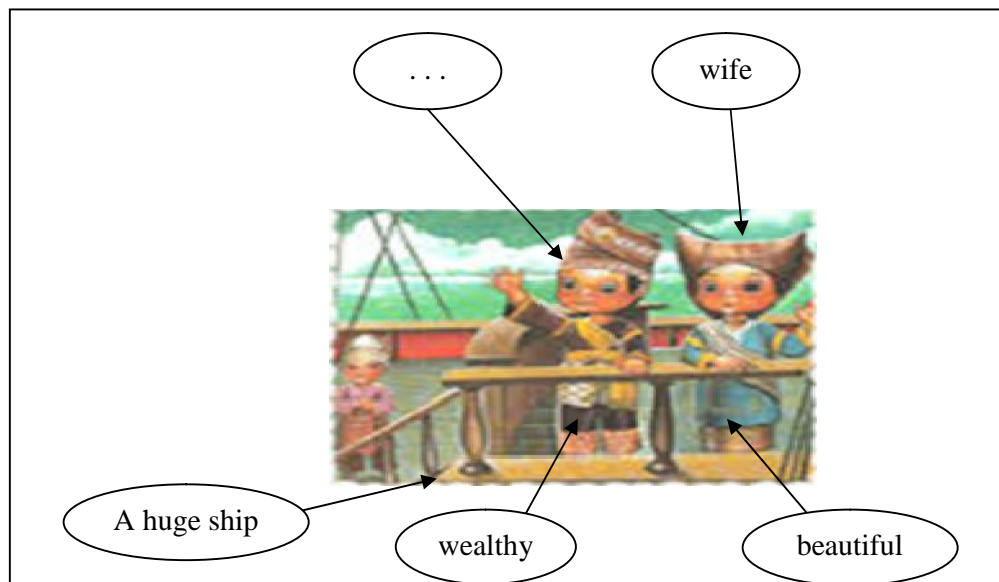
1. Think of characters. How many characters are they? How would you describe the characters?
2. Structure your text. What would be the orientation, the complications, and the resolution?
3. Check the spelling, punctuation, and capital letter.



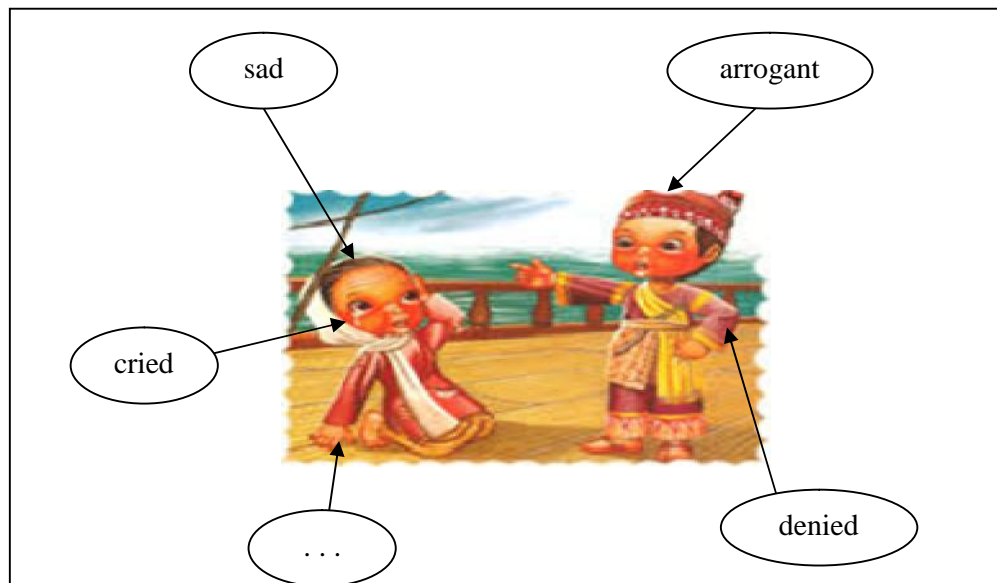
(i)



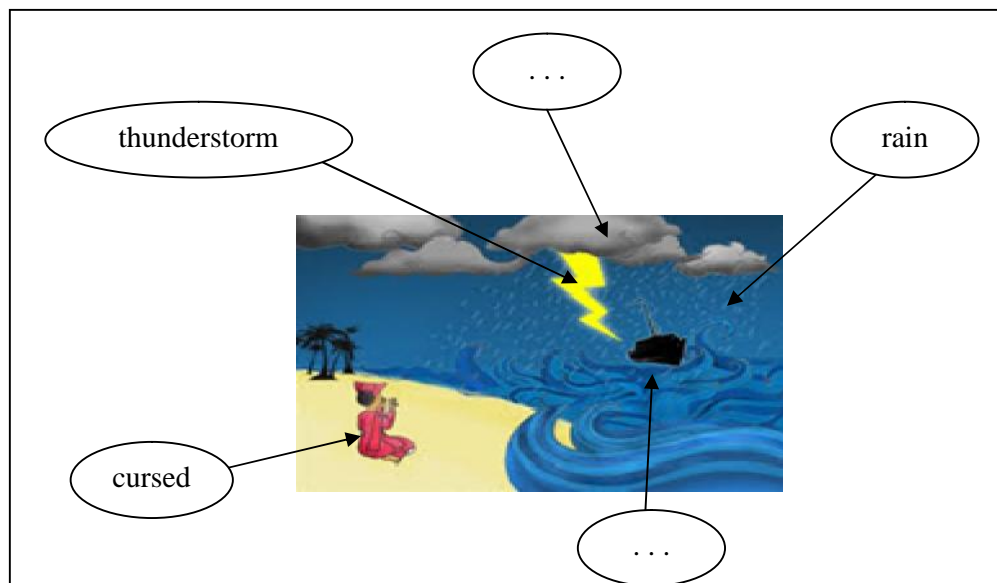
(ii)



(iii)



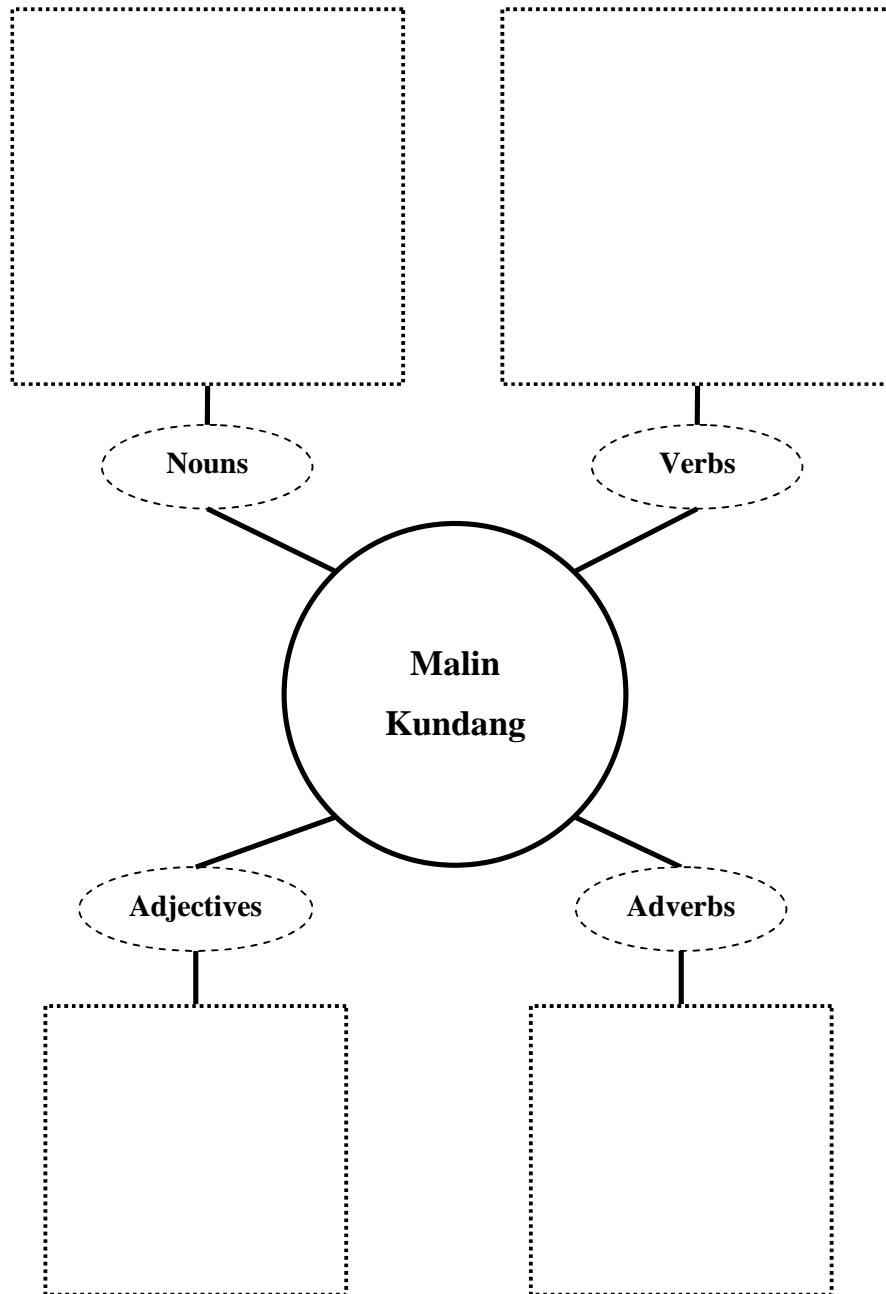
(iv)



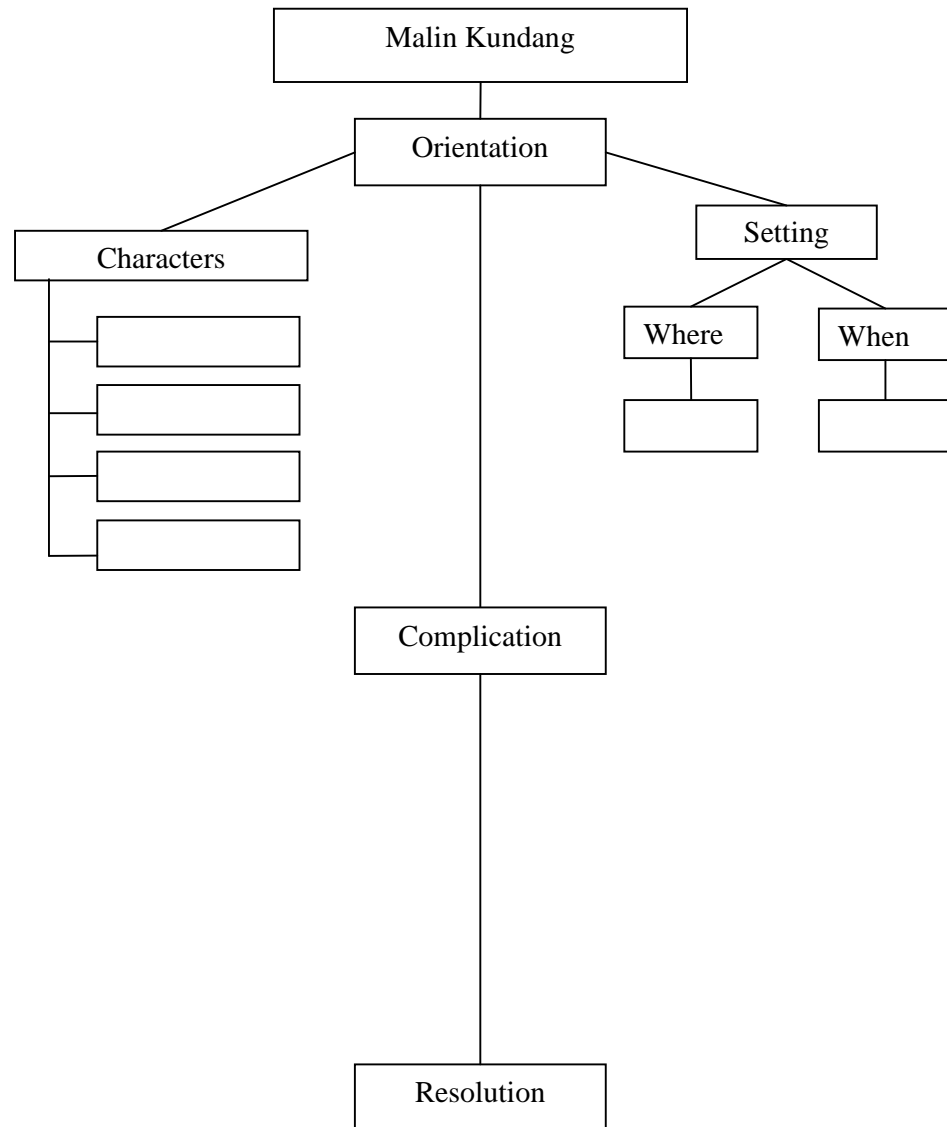
(v)

Picture Source: <http://childrenstech.com/blog/archives/11768>

- B. After identifying the picture, please classify the words that you have identified in the chart below.



- C. After identifying the words, please write sentences and arrange your draft in the chart below.



- D. After drafting, please check the generic structure of the text and pay attention to the linguistic features, spelling, punctuation, and capital letter. After that, make the final draft of your text and publish your text.

Title:

.....

Orientation:

.....

.....

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Complication:.....

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Resolution:.....

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F. Teaching Method

Picture Word Inductive Model

The steps of Picture Word Inductive Model (PWIM):

1. Selecting the pictures
2. Identifying and labeling the pictures
3. Reading and reviewing the picture word chart
4. Creating a title
5. Generating words into sentences and paragraphs
6. Reading and reviewing the sentences and paragraphs

G. Procedures

No	Learning Activities	Time Allocation
1.	Pre Teaching <ul style="list-style-type: none"> - The researcher greets the students. - The researcher checks the students' attendance. - The researcher leads praying. - The researcher gives lead-in question. 	10 minutes
2.	Whilst Teaching Meeting 1 <u>Building Knowledge of Field</u> <ul style="list-style-type: none"> - The researcher gives some picture word charts and an input text. - The students answer some comprehension questions about the text. - The researcher shows a picture to activate their background knowledge. - The researcher asks the students to identify what they see in the pictures. - The students label the identified parts of the 	55 minutes

	<p>pictures.</p> <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The students read and review the words. - The students present parts of noun group, verb group, adjective group, and prepositional phrases of place. <p><u>Joint Construction of the Text</u></p> <ul style="list-style-type: none"> - The students decide which pictures will be the orientation, complication, and resolution of the story. - The students change the words into the correct forms. <p><u>Independent Construction of the Text</u></p> <ul style="list-style-type: none"> - The students arrange sentences into paragraphs. - The students read and review their writing. <p>Meeting 2</p> <p><u>Building knowledge of Field</u></p> <ul style="list-style-type: none"> - The researcher shows some picture word charts entitled “Malin Kundang”. - The researcher and the students discuss the story based on the pictures. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> - The students label the pictures using the appropriate words. - The students collect a group of noun, adjective, verb, and adverb based on the items of the picture that they have labelled. <p><u>Joint construction of the Text</u></p> <ul style="list-style-type: none"> - Students make a draft of narrative text. - Students decide the characters that will be told in the story. - The students describe the characters by identifying the pictures and using the cue words. - Students decide which pictures will be the orientation, complication, and resolution of the story. - Students make sentences by using the cue words. <p><u>Independent Construction of the Text</u></p>	
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	<ul style="list-style-type: none"> - The students generate the collected words into sentences - The students arrange the sentences into paragraphs. - The students read and review their writing. 	
3.	Post Teaching <ul style="list-style-type: none"> - The researcher and the students review the lesson - The researcher closes the lesson. 	15 minutes

H. Media

- The Picture Word Charts

I. Learning Sources

Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 2*. Australia: Macmillan Education PTY.LTD

Priyana, J. et al. 2008. *Scaffolding: English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional.

J. Assessment

- Technique: writing test
- Instrument: students' worksheet
- Rubric: Writing Rubric (appendix f)

Adapted from: Jacob's et al's scoring profile in Weigle (2002:116)

Mlati, May 2015
Researcher

Anindita Nur Indra
NIM: 11202241053

APPENDIX E

OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST 1

Day/ Date : Tuesday/ 19 May 2015

Meeting : Meeting 1 (Cycle 1)

Object : The researcher and Students in VIII D Class

Observer : Suharsana (The English Teacher)

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comment
A.	Pre Teaching			
	The researcher greets the students.	✓		
	The students give response to the researcher.	✓		
	The researcher asks students' condition.	✓		
	The students tell their condition.	✓		
	The researcher leads prayer.	✓		
	The researcher explains the goal of the teaching and learning.	✓		
	The researcher gives lead-in question.	✓		
B.	Whilst Teaching			
	1. BKOF			
	The researcher introduces the model of the text and PWIM strategy.	✓		Too much time to give explanation.
	The researcher selects pictures and she gives the pictures to the students as an input.	✓		
	The students label the pictures using appropriate words with the researcher's guidance.	✓		
	The researcher and the students discuss the story which is represented by the pictures.	✓		
	The students explore of the general structure and language features in which the text type is used, and the social purpose the text type achieve.	✓		
	The students do the task to comprehend the text type.	✓		
	2. MOT			
	The students and the researcher discuss the generic structure and language features of the model text.	✓		
	The students work in group and they do the task to classify words into word class in the picture word chart.	✓		
	The researcher and the students read and they review the picture word chart.	✓		

	The researcher gives example in making a good sentence.	✓		
	3. JCOT			
	The researcher guides the students in every stage of writing process.	✓		
	The students work in group to construct the text.	✓		
	The students make sentences based on the pictures.	✓		
	The students arrange sentences into paragraph	✓		
	The researcher reminds the students to be careful in spelling and punctuation.	✓		
	4. ICOT			
	The students work independently with the text.	✓		Some Ss depended on their friends' answer.
	The students submit the writing task.	✓		
C.	Post Teaching			
	The researcher summarizes and reflects the material.	✓		Use whiteboard to strengthen the conclusion.
	The students' reflect their learning.	✓		
	The researcher previews of upcoming material.	✓		
	The researcher ends class by praying.	✓		
D.	Class Situation			
	The students are motivated or enthusiastic during the teaching process.	✓		
	The students actively take parts in class.	✓		But some students were still not active.
	The time allocation is appropriate.	✓		Time management is very important.
	The media used by teacher are sufficient in the teaching process.	✓		
	The researcher's instructions are clear.	✓		

OBSERVATION CHECKLIST 2

Day/ Date : Wednesday/ 20 May 2015

Meeting : Meeting 2 (Cycle 1)

Object : The researcher and Students in VIII D Class

Observer : Suharsana (English Teacher)

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comment
A.	Pre Teaching			
	The researcher greets the students.	✓		
	The students give response to the researcher.	✓		
	The researcher asks students' condition.	✓		
	The students tell their condition.	✓		
	The researcher leads prayer.	✓		
	The researcher explains the goal of the teaching and learning.	✓		
	The researcher gives lead-in question.	✓		
B.	Whilst Teaching			
	1. BKOF			
	The researcher introduces the model of the text and PWIM strategy.	✓		
	The researcher selects pictures and she gives the pictures to the students as an input.	✓		
	The students label the pictures using appropriate words with the researcher's guidance.	✓		
	The researcher and the students discuss the story which is represented by the pictures.	✓		
	The students explore of the general structure and language features in which the text type is used, and the social purpose the text type achieve.	✓		
	The students do the task to comprehend the text type.	✓		
	2. MOT			
	The students and the researcher discuss the generic structure and language features of the model text.	✓		
	The students work in group and they do the task to classify words into word class in the picture word chart.	✓		
	The researcher and the students read and they review the picture word chart.	✓		
	The researcher gives example in making a	✓		

	good sentence.			
	3. JCOT			
	The researcher guides the students in every stage of writing process.	✓		
	The students work in group to construct the text.	✓		
	The students make sentences based on the pictures.	✓		
	The students arrange sentences into paragraph	✓		
	The researcher reminds the students to be careful in spelling and punctuation.	✓		
	4. ICOT			
	The students work independently with the text.	✓		
	The students submit the writing task.	✓		
C.	Post Teaching			
	The researcher summarizes and reflects the material.	✓		
	The students' reflect their learning.	✓		
	The researcher previews of upcoming material.	✓		
	The researcher ends class by praying.	✓		
D.	Class Situation			
	The students are motivated or enthusiastic during the teaching process.	✓		
	The students actively take parts in class.	✓		
	The time allocation is appropriate.	✓		
	The media used by teacher are sufficient in the teaching process.	✓		
	The researcher's instructions are clear.	✓		

OBSERVATION CHECKLIST 3

Day/ Date : Tuesday/ 26 May 2015

Meeting : Meeting 1 (Cycle 2)

Object : The researcher and Students in VIII D class

Observer : Suharsana (English Teacher)

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comment
A.	Pre Teaching			
	The researcher greets the students.	✓		
	The students give response to the researcher.	✓		
	The researcher asks students' condition.	✓		
	The students tell their condition.	✓		
	The researcher leads prayer.	✓		
	The researcher explains the goal of the teaching and learning.	✓		
	The researcher gives lead-in question.	✓		Add more lead-in question.
B.	Whilst Teaching			
	1. BKOF			
	The researcher introduces the model of the text and PWIM strategy.	✓		
	The researcher selects pictures and she gives the pictures to the students as an input.	✓		
	The students label the pictures using appropriate words with the researcher's guidance.	✓		
	The researcher and the students discuss the story which is represented by the pictures.	✓		
	The students explore of the general structure and language features in which the text type is used, and the social purpose the text type achieve.	✓		
	The students do the task to comprehend the text type.	✓		
	2. MOT			
	The students and the researcher discuss the generic structure and language features of the model text.	✓		
	The students work in group and they do the task to classify words into word class in the picture word chart.	✓		
	The researcher and the students read and they review the picture word chart.	✓		
	The researcher gives example in making a	✓		

	good sentence.			
	3. JCOT			
	The researcher guides the students in every stage of writing process.	✓		
	The students work in group to construct the text.	✓		
	The students make sentences based on the pictures.	✓		
	The students arrange sentences into paragraph	✓		
	The researcher reminds the students to be careful in spelling and punctuation.	✓		
	4. ICOT			
	The students work independently with the text.	✓		
	The students submit the writing task.	✓		
C.	Post Teaching			
	The researcher summarizes and reflects the material.	✓		Make a specific note.
	The students' reflect their learning.	✓		
	The researcher previews of upcoming material.	✓		
	The researcher ends class by praying.	✓		
D.	Class Situation			
	The students are motivated or enthusiastic during the teaching process.	✓		
	The students actively take parts in class.	✓		
	The time allocation is appropriate.	✓		
	The media used by teacher are sufficient in the teaching process.	✓		
	The researcher's instructions are clear.	✓		

OBSERVATION CHECKLIST 4

Day/ Date : Wednesday/ 27 May 2015

Meeting : Meeting 2 (Cycle 2)

Object : The researcher and Students in VIII D Class

Observer : Suharsana (English Teacher)

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comment
A.	Pre Teaching			
	The researcher greets the students.	✓		
	The students give response to the researcher.	✓		
	The researcher asks students' condition.	✓		
	The students tell their condition.	✓		
	The researcher leads prayer.	✓		
	The researcher explains the goal of the teaching and learning.	✓		
	The researcher gives lead-in question.	✓		
B.	Whilst Teaching			
	1. BKOF			
	The researcher introduces the model of the text and PWIM strategy.	✓		
	The researcher selects pictures and she gives the pictures to the students as an input.	✓		
	The students label the pictures using appropriate words with the researcher's guidance.	✓		
	The researcher and the students discuss the story which is represented by the pictures.	✓		
	The students explore of the general structure and language features in which the text type is used, and the social purpose the text type achieve.	✓		
	The students do the task to comprehend the text type.	✓		
	2. MOT			
	The students and the researcher discuss the generic structure and language features of the model text.	✓		
	The students work in group and they do the task to classify words into word class in the picture word chart.	✓		
	The researcher and the students read and they review the picture word chart.	✓		

	The researcher gives example in making a good sentence.	✓		
	3. JCOT			
	The researcher guides the students in every stage of writing process.	✓		
	The students work in group to construct the text.	✓		
	The students make sentences based on the pictures.	✓		
	The students arrange sentences into paragraph	✓		
	The researcher reminds the students to be careful in spelling and punctuation.	✓		
	4. ICOT			
	The students work independently with the text.	✓		
	The students submit the writing task.	✓		
C.	Post Teaching			
	The researcher summarizes and reflects the material.	✓		
	The students' reflect their learning.	✓		
	The researcher previews of upcoming material.	✓		
	The researcher ends class by praying.	✓		
D.	Class Situation			
	The students are motivated or enthusiastic during the teaching process.	✓		
	The students actively take parts in class.	✓		
	The time allocation is appropriate.	✓		
	The media used by teacher are sufficient in the teaching process.	✓		
	The researcher's instructions are clear.	✓		

APPENDIX F

SCORING RUBRIC

SCORING RUBRIC

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to A	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack of detail
	Fair to Poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic
	Very Poor	16-13	Does not show knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	Excellent to Very Good	20-18	Fluent expressions, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
	Good to Average	17-14	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	Fair to Poor	13-10	Ideas confused or disconnected, lacks logical sequencing and development
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to Very Good	20-18	Sophisticated range, effective words/ idiom choice and usage , word form mastery, appropriate register
	Good to Average	17-14	Adequate range, occasional errors, of words/ idiom form, choice and usage, but meaning not obscured
	Fair to Poor	13-10	Limited range, frequent errors of words/ idiom form choices/ usage, meaning confused or obscured
	Very Poor	9-7	Essentially translation, little knowledge of English vocabulary, idioms, word form mastery, appropriate register
Language use	Excellent to Very Good	25-22	Effective complex construction, few error of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
	Good to Average	21-18	Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/ function, articles, pronoun, preposition, but meaning seldom obscured

	Fair to Poor	17-11	Major patterns in simple/ complex construction, frequent error of negation, agreement, tense, number, word order/ function, articles, pronoun, preposition and/ or fragments, run on, deletions
	Very Poor	10-5	Virtually no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate
Mechanics	Excellent to Very Good	5	Demonstrate mastery of convention, few errors of spelling, punctuation, paragraphing
	Good to Average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	Fair to Poor	3	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured
	Very Poor	2	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible

Jacob's et al.'s Scoring Rubric on Writing

APPENDIX G

THE STUDENTS' SCORES

The Result of Students' Writing in Content

No	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	S1	16	13	21	17	21	19	23	22
2	S2	20	17	20	19	22	20	22	21
3	S3	17	18	18	20	22	19	24	22
4	S4	19	17	20	18	20	19	21	22
5	S5	22	20	24	22	23	24	24	25
6	S6	21	22	20	22	22	19	21	22
7	S7	13	15	15	13	16	15	16	15
8	S8	14	16	13	15	15	16	16	15
9	S9	21	19	22	24	21	19	22	20
10	S10	13	15	13	15	16	18	17	18
11	S11	24	23	25	22	24	22	26	25
12	S12	22	24	25	22	24	21	22	20
13	S13	19	21	22	21	21	19	22	21
14	S14	13	15	16	15	17	19	21	20
15	S15	14	16	15	16	20	21	22	23
16	S16	16	15	16	17	19	20	20	21
17	S17	15	13	15	13	15	17	17	19
18	S18	13	11	16	18	17	16	16	18
19	S19	16	14	18	20	21	20	22	19
20	S20	15	16	15	13	17	16	17	17
21	S21	13	15	14	17	16	18	17	17
22	S22	20	18	19	21	20	17	20	18
23	S23	22	24	22	23	23	20	24	22
24	S24	13	15	14	16	15	16	17	18
25	S25	13	14	15	18	17	19	17	18
26	S26	18	19	22	20	22	21	22	21
27	S27	15	16	16	18	19	20	21	21
28	S28	24	22	25	26	26	27	27	28
29	S29	13	13	15	17	16	16	16	17
30	S30	13	14	14	16	14	15	15	16
31	S31	14	16	15	13	17	16	19	19
32	S32	13	14	14	16	15	16	15	16
Mean Score		16.69	16.88	17.94	18.22	19.16	18.75	20.03	19.88
		16.78		18.08		18.95		19.95	

The Result of Students' Writing in Organization

No	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	S1	11	9	13	11	13	14	15	16
2	S2	14	12	13	14	14	15	16	16
3	S3	13	10	14	14	16	15	17	15
4	S4	14	15	16	16	16	14	18	16
5	S5	14	16	16	17	17	16	17	17
6	S6	13	15	14	15	14	13	15	14
7	S7	7	8	12	10	11	13	12	12
8	S8	7	7	8	9	9	11	10	12
9	S9	14	11	16	15	14	15	15	16
10	S10	7	7	8	9	9	11	10	11
11	S11	17	16	17	17	17	18	18	18
12	S12	14	15	18	17	16	15	17	16
13	S13	14	13	17	15	17	18	17	16
14	S14	8	9	13	12	13	11	14	13
15	S15	9	11	13	13	15	17	16	16
16	S16	13	10	13	13	15	17	15	16
17	S17	13	10	13	14	13	15	13	14
18	S18	7	9	10	12	13	12	13	12
19	S19	13	14	15	16	16	15	17	16
20	S20	11	10	12	13	13	14	13	13
21	S21	9	11	11	13	14	15	13	14
22	S22	13	11	12	13	14	15	14	15
23	S23	13	12	16	16	16	16	17	18
24	S24	7	7	8	9	9	10	10	12
25	S25	9	7	9	10	10	11	10	11
26	S26	14	11	16	16	16	15	15	16
27	S27	8	9	11	13	12	14	13	15
28	S28	15	17	18	18	18	16	18	17
29	S29	8	10	10	12	10	9	10	11
30	S30	7	9	8	10	9	11	10	13
31	S31	11	9	12	13	13	12	13	12
32	S32	7	8	10	12	11	12	12	11
Mean Score		11.06	10.88	12.88	13.34	13.53	13.91	14.16	14.38
		10.97		13.11		13.72		14.27	

The Result of Students' Writing in Vocabulary

No	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	S1	10	9	15	14	16	15	17	15
2	S2	13	11	14	15	16	16	17	15
3	S3	10	9	14	14	17	15	17	16
4	S4	13	10	16	14	17	16	18	16
5	S5	14	14	15	16	17	18	18	19
6	S6	12	10	14	14	16	17	17	15
7	S7	7	9	10	12	11	13	13	13
8	S8	8	9	9	11	9	12	10	12
9	S9	13	10	14	14	16	15	17	15
10	S10	7	9	9	11	12	13	13	14
11	S11	16	15	18	18	17	16	18	19
12	S12	14	12	16	17	16	15	16	16
13	S13	12	10	15	14	16	15	17	15
14	S14	7	8	12	13	12	14	13	15
15	S15	8	9	12	11	14	13	16	13
16	S16	10	11	12	13	14	16	15	14
17	S17	9	10	11	11	13	14	14	15
18	S18	7	9	11	12	12	13	14	15
19	S19	14	12	15	16	17	16	18	16
20	S20	9	11	11	12	14	15	15	16
21	S21	9	11	12	13	14	15	14	15
22	S22	12	10	15	14	16	16	17	16
23	S23	14	13	17	17	18	18	18	18
24	S24	7	9	10	11	11	12	12	11
25	S25	9	8	11	13	12	13	12	13
26	S26	13	11	14	12	17	15	17	15
27	S27	9	10	11	12	13	14	13	14
28	S28	17	15	18	18	18	18	18	19
29	S29	7	7	10	11	11	13	11	12
30	S30	7	8	10	11	10	13	11	12
31	S31	12	10	12	13	15	14	15	14
32	S32	7	8	9	11	12	11	12	13
Mean Score		10.50	10.22	12.88	13.38	14.34	14.66	15.09	14.88
		10.36		13.13		14.50		14.98	

The Result of Students' Writing in Language Use

No	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	S1	10	8	13	12	14	12	17	15
2	S2	12	10	13	14	15	14	16	14
3	S3	11	12	15	13	15	14	17	16
4	S4	15	11	14	12	15	13	17	15
5	S5	17	16	16	15	17	18	17	16
6	S6	12	10	13	14	15	16	14	17
7	S7	5	5	11	11	11	13	12	13
8	S8	5	6	6	7	7	9	8	9
9	S9	12	11	14	13	16	17	16	17
10	S10	5	6	8	9	11	13	12	15
11	S11	17	15	18	18	17	17	18	19
12	S12	12	11	14	16	16	17	15	17
13	S13	12	11	14	15	15	16	16	15
14	S14	6	5	11	13	12	15	13	14
15	S15	6	6	13	12	16	15	16	15
16	S16	11	12	12	14	15	16	15	16
17	S17	10	8	10	13	11	13	11	14
18	S18	5	6	9	11	12	14	12	15
19	S19	12	10	15	14	17	16	17	17
20	S20	8	9	10	12	12	14	12	14
21	S21	6	7	10	11	13	15	13	15
22	S22	11	12	12	14	17	16	17	17
23	S23	15	13	15	17	16	18	18	19
24	S24	5	5	7	9	9	10	11	11
25	S25	8	6	9	10	11	12	11	13
26	S26	12	11	14	13	17	15	17	16
27	S27	7	6	10	9	12	14	12	13
28	S28	17	17	19	18	19	21	21	21
29	S29	6	9	9	11	10	12	10	14
30	S30	5	7	8	9	9	11	10	13
31	S31	10	12	12	14	14	13	14	14
32	S32	5	7	9	11	11	14	11	13
Mean Score		9.69	9.38	11.97	12.63	13.66	14.47	14.25	15.06
		9.53		12.30		14.06		14.66	

The Result of Students' Writing in Mechanics

No	Name	Pre-test		Cycle 1		Cycle 2		Post-test	
		R1	R2	R1	R2	R1	R2	R1	R2
1	S1	3	3	4	4	4	4	3	3
2	S2	3	2	3	3	3	3	4	3
3	S3	4	2	3	3	3	3	4	4
4	S4	4	3	3	3	4	4	3	3
5	S5	4	3	4	4	4	4	4	4
6	S6	3	2	3	3	3	3	4	4
7	S7	2	3	3	3	3	3	3	3
8	S8	2	2	2	3	2	3	3	3
9	S9	3	3	3	3	3	3	3	4
10	S10	2	2	2	3	3	3	3	3
11	S11	4	3	3	4	3	4	3	4
12	S12	3	3	4	3	4	4	4	4
13	S13	3	3	4	3	4	4	4	4
14	S14	3	3	3	4	3	3	3	4
15	S15	3	2	3	3	4	4	4	4
16	S16	3	2	3	3	3	3	4	4
17	S17	3	4	3	4	3	3	3	3
18	S18	2	3	2	3	3	3	3	3
19	S19	3	3	3	3	4	3	4	4
20	S20	3	2	3	3	3	3	3	3
21	S21	3	2	3	3	3	3	3	3
22	S22	3	3	3	3	4	4	4	3
23	S23	3	4	3	4	4	4	4	4
24	S24	2	3	2	3	2	3	2	3
25	S25	3	3	2	3	3	3	3	3
26	S26	3	2	3	3	3	3	3	3
27	S27	2	3	3	3	3	3	3	3
28	S28	4	3	4	3	4	4	4	4
29	S29	2	2	3	3	3	3	3	3
30	S30	2	3	2	3	2	2	2	2
31	S31	2	2	3	3	3	3	3	3
32	S32	2	3	3	3	3	3	3	3
Mean Score		2.84	2.69	2.97	3.19	3.22	3.28	3.31	3.38
		2.77		3.08		3.25		3.34	

APPENDIX H

THE STUDENTS' WRITINGS

The Student's Writing in Pre-Test
(Sample 1)

Students' Pre-test

Name : Raya Khelin Tabitha

Class : VIII D

Student Number : 23

What is your favourite legend? Rewrite your favourite legend with your own words at least 3 sentences in each paragraph.

Title: Snow White

<p>Orientation (It is about the opening paragraph where the characters of the story are introduced.)</p> <p>Example: Once upon a time, there was a beautiful girl called Bawang Putih.</p>	<p>Once upon a time, there lived a princess. She was beautiful and kindness. She lived in a castle with her parents.</p>
<p>Complication (How the problems in the story developed.)</p> <p>Example: The stepmother and stepsister treated Bawang Putih badly.</p>	<p>One day, her mother death in a castle. She was sad, because she was loving her mother. Now she lived alone in a castle, but she have aunty. Snow white's unty is very cruel.</p>
<p>Resolution (How the problems in the story is solved.)</p> <p>Example: The stepmother and Bawang Merah apologized to Bawang Putih. They lived happily ever after.</p>	<p>the last year, she was find find a prince. But at ^{when} a prince came she is sleep ^{was sleeping} because she ate a poison ^{poisonous} apple. Prince came to kssed snow white to wake up. After that she lived with happily.</p>

The Student's Writing in Cycle 1
(Sample 1)

Name	: Ratya Khelini J.
Student Number	: 23
Class	: 8D
Title	: Timun Mas
Orientation	: Once Upon a time there ^{were} was a ^{were} husband and ^{his} wife . They was ^{were} diligent farmers. They ^{prayed} worked ^{hard} to ⁱⁿ rice field. Many years ago, they had been married. Every day they ^{prayed} prayed for a child. A giant ^{heard} heard their prayer. The giant gave a ^{child} child and the giant ^{asked} put requirement. If ^a a child ^{was} was 10 years old they was ^{were} gave the child to giant. The farmers ^{were} was happy. He did not think the ^{risk} risk . They ^{got} got cucumber seeds and ^{planted} planted into plants. They ^{was} was surprised, because inside cucumber a beautiful cucumber. Timun mas ^{grew} grew up ^{into} a beautiful girl. ^{there was} there was
Complication(s)	: The timun mas's parents ^{remembered} remembered their promise. They gave a bag ^{to} to Timun mas and she was saved from giant. The giant came ^{to} to Timun mas and she ran. The giant ^{was} was very angry. She ^{opened} opened ^{her} the bag and ^{in the} in the bag. She had ^{an} an idea to kill ^{the} the a giant, and finally the giant ^{was} was dead.
Resolution	: Finally, she ^{went} went to home. ^{the} the parents ^{were} was happy. They lived happily ever after.

The Student's Writing in Cycle 2
(Sample 1)

Name : Ratya Kholin Tabitha
Student Number: 23
Class : VIII D

Title?

Once Upon a time, there lived ^o little family.

A child's ^{name} was Malin Kundang. ^A Merchant asked Malin Kundang to sail with him, ^x but he ^{was agree to} will to sail. He said ^{goodbye} goodbye to his mother.

Many years ^{later} ^{He} ^{had} become wealthy. ^{He} ^{had} a huge ship and he ^{had} ^{a beautiful} ^{wife} ~~was~~ beautiful wife. Malin Kundang's mother cursed him to rock. Suddenly a thunderstorm ^{resolution} ~~went~~ turn into rock.

Malin Kundang's mother was lonely, so long time ^{she} waited Malin Kundang, but he did not come back to home. Malin Kundang's ship ^{landed} ^{village} ^{denied} land on his vilige. He ^{denied} to meet his mother. We have ^{learned} ^{is} ^{to love} ^{more} ^{value} ~~learned~~ about the story loving your mother because she was important in your life.

The Student's Writing in Post-Test
(Sample 1)

Name : Ratya Kholin Tabitha
Student Number : 23
Class : VIII D

Roro Jonggrang Temple.

Once upon a time there lived a handsome young man ^{He was} called Bandung Bondowoso. He had supernatural power. One day he killed Roro Jonggrang's father.

Last ^x year ago, Bandung Bondowoso ^{fell} in love with Roro Jonggrang. He wanted to marry her. But, she asked some requirements. He built one thousand temples and ^{he should} finished ~~before~~ sunrise. After he said "of course". Roro Jonggrang got panic. ^{There were five} Only ^{five} ~~five~~ more temples to ^{build} ~~built~~. Roro Jonggrang asked all the women to pound rice. She asked the men to burn a lot of wood at the east kingdom.

Bandung Bondowoso thought ^{that} the morning came. He was frustrated, because he failed to complete temples. Finally, he cursed Roro Jonggrang. ^{He} turned her into statue. Because she ~~played~~ plaid his love, sentence?

The Student's Writing in Pre-Test
(Sample 1)

Students' Pre-test

Name : Vanio Putri A.

Class : VII D

Student Number : 28

What is your favourite legend? Rewrite your favourite legend with your own words at least 3 sentences in each paragraph.

Title: Cinderella

<p>Orientation (It is about the opening paragraph where the characters of the story are introduced.)</p> <p>Example: Once upon a time, there was a beautiful girl called Bawang Putih.</p>	<p>Once upon a time, there was a nice girl. her ^{was} the name is Cinderella. She lived with her stepmother and her stepsisters. Her stepmother and her stepsister were ^{are} very cruel. Cinderella always was ^{be} patient. she never complained ^{complain}</p>
<p>Complication (How the problems in the story developed.)</p> <p>Example: The stepmother and stepsister treated Bawang Putih badly.</p>	<p>And in ^{one} day, in a ^{the} Kingdom was ^{hold} held a dance party. The stepmother and stepsisters attended ^{was not} the party, but Cinderella isn't ^{was not} allowed. Cinderella must ^{should} stay in ^{at} home to cleaned ^{clean} the home. Then, the fairy was ^{came} to Cinderella and help Cinderella to ^{coming} attend ^{to} the party. But ^{she} Cinderella must ^{should} to come back before midnight.</p>
<p>Resolution (How the problems in the story is solved.)</p> <p>Example: The stepmother and Bawang Merah apologized to Bawang Putih. They lived happily ever after.</p>	<p>And when Cinderella at Kingdom, everyone looked at Cinderella ^{her}. The prince met ^{met} Cinderella, and they fall ^{fell} in love, they danced together. At midnight, Cinderella run ^{ran} away, leave ^{she} the prince and leave ^{she} her shoes. Everyone in the Kingdom forgot ^{were} the ^{left} the prince searched ^{was} who are have ^{left} and leave ^{was} the shoes. Then, the prince find ^{found} who have ^{had} the shoes. She's Cinderella.</p>

The Student's Writing in Cycle 1
(Sample 2)

Name	: Vania Putri A.
Student Number	: 28
Class	: 8D
Title : Timun Emas	
<p>Orientation : A long time ago, there lived a husband and his wife. They were diligent farmers. They liked ^{worked} to work hard and they had rice field. They ^{had} been married ^{since} many years. They wanted to have a child. Every day they prayed for a child. Suddenly, a giant heard their prayer. The giant gave a child ^{but} ^{with} ^{an} requirement. If a child was 17 years old, they ^{must} ^{gave} the child to ^{the} giant. The farmers were very happy. They ^{did} not think the risk of ^{their} a child. They got cucumber seeds and ^{the seeds} ^{changed} into plants. ^{There was} a beautiful baby ⁱⁿ ^{the} inside ^{of the} cucumber ^{where} called Timun Mas. She grew up ^{to} be a beautiful girl.</p> <p>Complication(s) : When Timun Mas was 17 years old, the parents were sad. The parents ^{were} ^{remembered} their promise. They gave a bag to save Timun Mas from giant. The giant came to catch Timun Mas. Then she ran. The giant was angry. She opened the bag. Then she threw a handful of salt and it became a sea. ^{But} The giant could swim ^{to} cross the sea. Then she took the second magic stuff. She threw the cucumber seeds and it became a cucumber field. But, the giant could escape. Timun Mas ran again and she took the last magic stuff. She threw the shrimp paste and it became a big swamp. The giant could not ^{was} ^{out} from the mud. He tried to swim, but he died.</p> <p>Resolution : Finally, Timun Mas immediately went home. She came back with her parents. The parents were very happy. And she lived happily ever after with her parents.</p>	

The Student's Writing in Cycle 2
(Sample 2)

Name : Vania Putri A.
Student Number: 28
Class : 8D

Malin Kundang

Once upon a time, there ^{were} lived Malin Kundang and his mother.
One day, the merchant asked ~~to~~ Malin Kundang to ^{sail} sail with him. Malin Kundang and his mother confused, then Malin Kundang ^{was agree} agreed to sail with him. He ^{said} say goodbye to his mother.
Malin Kundang's mother waited Malin Kundang. She ^{was} lonely, she ~~waited~~ ^{going} Malin Kundang ~~to~~ ^{went} home. Many years later, Malin Kundang ~~had sail~~ ^{came} come back to his village. Now, Malin Kundang became wealthy, he had a huge ship and a beautiful wife. Malin Kundang's mother heard it. Then she ^{decided} ~~then~~ ^{went} go to the beach to ^{meet} meet her son. Malin Kundang's ship ^{landed} ~~land~~ on his village. When Malin Kundang met with his mother, he ^{denied} ~~deny~~ and ~~just~~ ^{judged} judged his mother. The mother ~~very~~ ^{was} felt very hurt. ^{disappointed}

Then, Malin Kundang and his wife went to the ship. Malin Kundang's mother ^{left} ~~leaved~~ alone. The mother then ^{came} ~~curse~~ ^{she} turned to rock. Suddenly, a thunderstorm ^{be a} ~~turn~~ into rock.

The Student's Writing in Post-test
(Sample 2)

Name : Vania Putri A.
Student Number : 28
Class : VIII D

"The Story of Prambanan Temple"

Once upon a time, there lived Bandung Bondowoso. He was a handsome young man. He had supernatural power. He once killed Rorojonggrang's father. Bandung Bondowoso met Rorojonggrang and he ~~was~~ ^{fell} in love with her. He ~~proposed~~ ^{proposed} and ~~wanted~~ to marry her. ~~But~~ ^{But}, Rorojonggrang gave some requirements to Bandung Bondowoso. If Bandung Bondowoso wanted to marry her, she asked a help to build one thousand temples. He must ~~finish~~ ^{finish} before sunrise.

Rorojonggrang got panic. When ^{there were} only five more temples to build, Rorojonggrang asked all the women to pound rice and ^{she} asked the men to burn a lot of wood at the east kingdom.

Bandung Bondowoso thought ^{that} the morning ^{came} ~~come~~. He got frustrated. He failed to complete ^{the} temples. He was angry and he cursed Rorojonggrang into statue. And

APPENDIX I

ATTENDANCE LIST

ATTENDANCE LIST

No	Code	Name	Pre-Test	Cycle 1		Cycle 2		Post-Test
			13/5	19/5	20/5	26/5	27/5	3/6
1	S1	ANINDYA ANDARASWARI	✓	✓	✓	✓	✓	✓
2	S2	ARIA WISMA NUGROHO	✓	✓	✓	✓	✓	✓
3	S3	BAGUS SUPRIHATIN	✓	✓	✓	✓	✓	✓
4	S4	BENEDICTO BAGUS JATI. P	✓	✓	✓	✓	✓	✓
5	S5	BERNADETA AURORA EDWINA. K	✓	✓	✓	✓	✓	✓
6	S6	DEWI PUSPITA SARI	✓	✓	✓	✓	✓	✓
7	S7	ERWIATMA RAMADHAN	✓	✓	✓	✓	✓	✓
8	S8	GILANG EDY SURAHMAN	✓	✓	✓	✓	✓	✓
9	S9	HABIB NUR AHMADI SISWANDARU	✓	✓	✓	✓	✓	✓
10	S10	HAZIN NUR ROFIQ	✓	✓	✓	✓	✓	✓
11	S11	JOSSEPHINE DANIELLA IKI	✓	✓	✓	✓	✓	✓
12	S12	KRISNA AVI ARLINTA	✓	✓	✓	✓	✓	✓
13	S13	KUSUMA DEWI MUKTI BRATAJAYA	✓	✓	✓	✓	✓	✓
14	S14	MARTINA SILVIA DEVI	✓	✓	✓	✓	✓	✓
15	S15	MEILIA WULANDARI	✓	✓	✓	✓	✓	✓
16	S16	MIADIANA IKA TARI	✓	✓	✓	✓	✓	✓
17	S17	MUHAMAD ERVANDHI	✓	✓	✓	✓	✓	✓
18	S18	MUHAMMAD IKHSANUDIN	✓	✓	✓	✓	✓	✓
19	S19	NINDA KIRANI RIZKI	✓	✓	✓	✓	✓	✓
20	S20	NOVIANDA CINTYA RAYA	✓	✓	✓	✓	✓	✓

21	S21	NURUL IZZATI	✓	✓	✓	✓	✓	✓
22	S22	PARAMITA NINDYA KIRANA	✓	✓	✓	✓	✓	✓
23	S23	RATYA KHELIN TABHITHA	✓	✓	✓	✓	✓	✓
24	S24	RIZAL GUSNA'IN HIDAYAT	✓	✓	✓	✓	✓	✓
25	S25	SITI NURROHMAH DWI PANGESTI	✓	✓	✓	✓	✓	✓
26	S26	SRI RAHAYU SETIANINGSIH	✓	✓	✓	✓	✓	✓
27	S27	STEFANUS ANDIKA BINTANG. N	✓	✓	✓	✓	✓	✓
28	S28	VANIA PUTRI ARDININGRUM	✓	✓	✓	✓	✓	✓
29	S29	VIVI SOBARIYANTI	✓	✓	✓	✓	✓	✓
30	S30	WAHYU NUGROHO	✓	✓	✓	✓	✓	✓
31	S31	MOS DEVAN TARIGAN	✓	✓	✓	✓	✓	✓
32	S32	AHMAD MAHMUDI	✓	✓	✓	✓	✓	✓

APPENDIX J

PHOTOGRAPHS



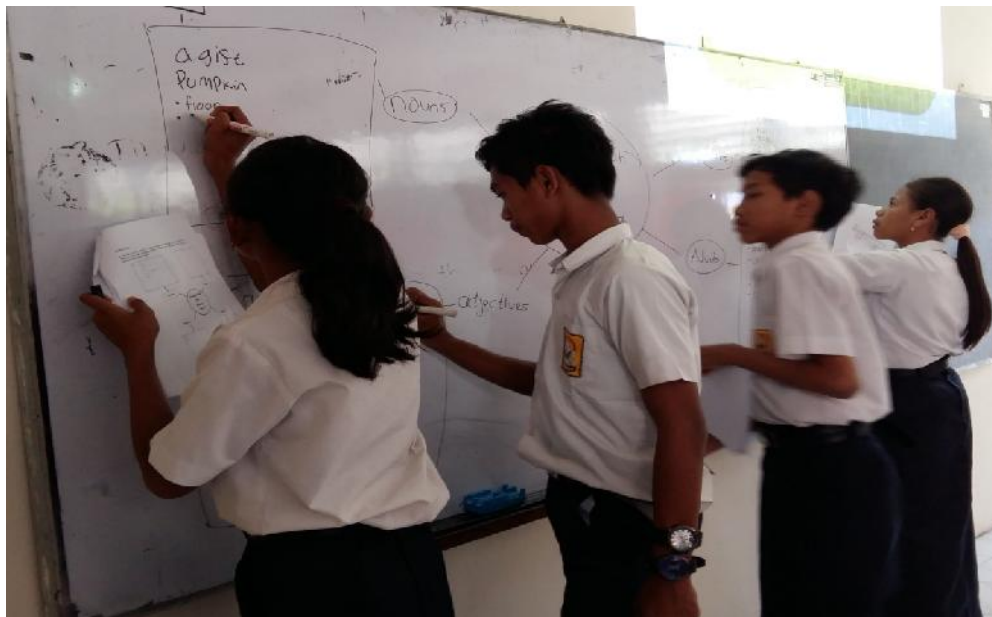
The students were identifying and labeling the Pictures



The pictures have been identified and labeled by the students.



The student was opening dictionary to check spelling and to add words in the picture word chart.



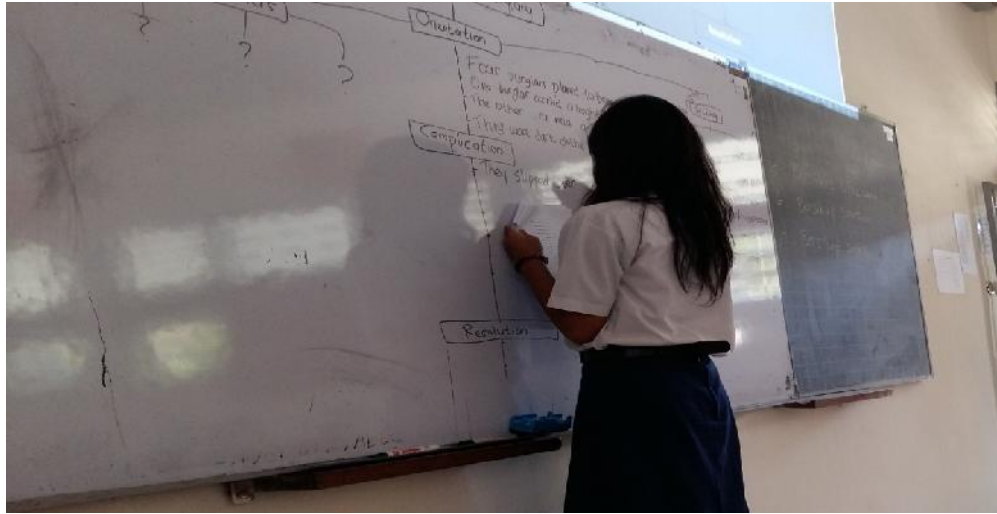
The students were classifying words into word class.



The students did the tasks on their worksheet.



The student was starting to generate sentences and paragraphs by looking at the picture word chart.



The student was writing her final draft on the White board.

APPENDIX K

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 417a/UN.34.12/DT/IV/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 22 April 2015

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING WRITING ABILITY OF EIGHTH GRADE STUDENTS OF SMP N 3 MLATI THROUGH PICTURE WORD INDUCTIVE MODEL STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : ANINDITA NUR INDRA
NIM : 11202241053
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2015
Lokasi Penelitian : SMP N 3 Mlati

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Prabowo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
- Kepala SMP N 3 Mlati



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1748 / 2015

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/1714/2015
Hal : Rekomendasi Penelitian

Tanggal : 24 April 2015

MENGIZINKAN :

Kepada :
Nama : ANINDITA NUR INDRA
No.Mhs/NIM/NIP/NIK : 11202241053
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Sleman Yogyakarta
Alamat Rumah : Bojong Purbalingga Jawa Tengah
No. Telp / HP : 085842590206
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING THE WRITING ABILITY OF THE EIGHT GRADE STUDENTS
OF SMP N 3 MLATI THROUGH PICTURE WORD INDUCTIVE MODEL
STRATEGY IN THE ACADEMIC YEAR OF 2014/2015**
Lokasi : SMP N 3 Mlati, Mlati, Sleman
Waktu : Selama 3 Bulan mulai tanggal 24 April 2015 s/d 24 Juli 2015

Dengan ketentuan sebagai berikut :

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 24 April 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris



ERNY MARYATUN, S.IP, MT

NIP 19720411 199603 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Ngaglik
5. Kepala UPT Pelayanan Pendidikan Kec. Mlati
6. Ka. SMP N 3 Mlati, Mlati, Sleman
7. Dekan FBS - UNY
8. Yang Bersangkutan